LESSON PLANS

(English)

1^{ST} TERM

LEVEL 1

Lesson Plan

(English)

Level: 1

Term: 1

Week: 1

Communication	**Reading**	**Writing**	**Assessment**
• a. Nursery Rhyme **(Twinkle , Twinkle)** b. Fun Activity **(Capital & Small Letter)** • Profile Cards	• Text **'Where's Clever Cat'**	• Letter Formation **(Capital & Small)** • Common Noun & Proper Noun	×

Level: 1 **Term: 1** **Week: 1** **Day: 1**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- Enjoy the rhythm of the nursery rhyme
- Pronounce the rhyming words and lines of the song

2. Function: Singing a traditional rhyme

3. Activity: Singing a Rhyme

4. Material: a. Poem Page (**Twinkle, Twinkle, Little Star**), cassette and cassette Player b. **(Capital and small letters)**

5. Procedure

Task A .... Nursery Rhyme

a. Preparation
Tell them that they are going to listen and sing a poem song from the cassette

b. Introduction
- Write name of the poem song on the board.
- Discuss the topic and check the vocabulary comprehension if it is needed.

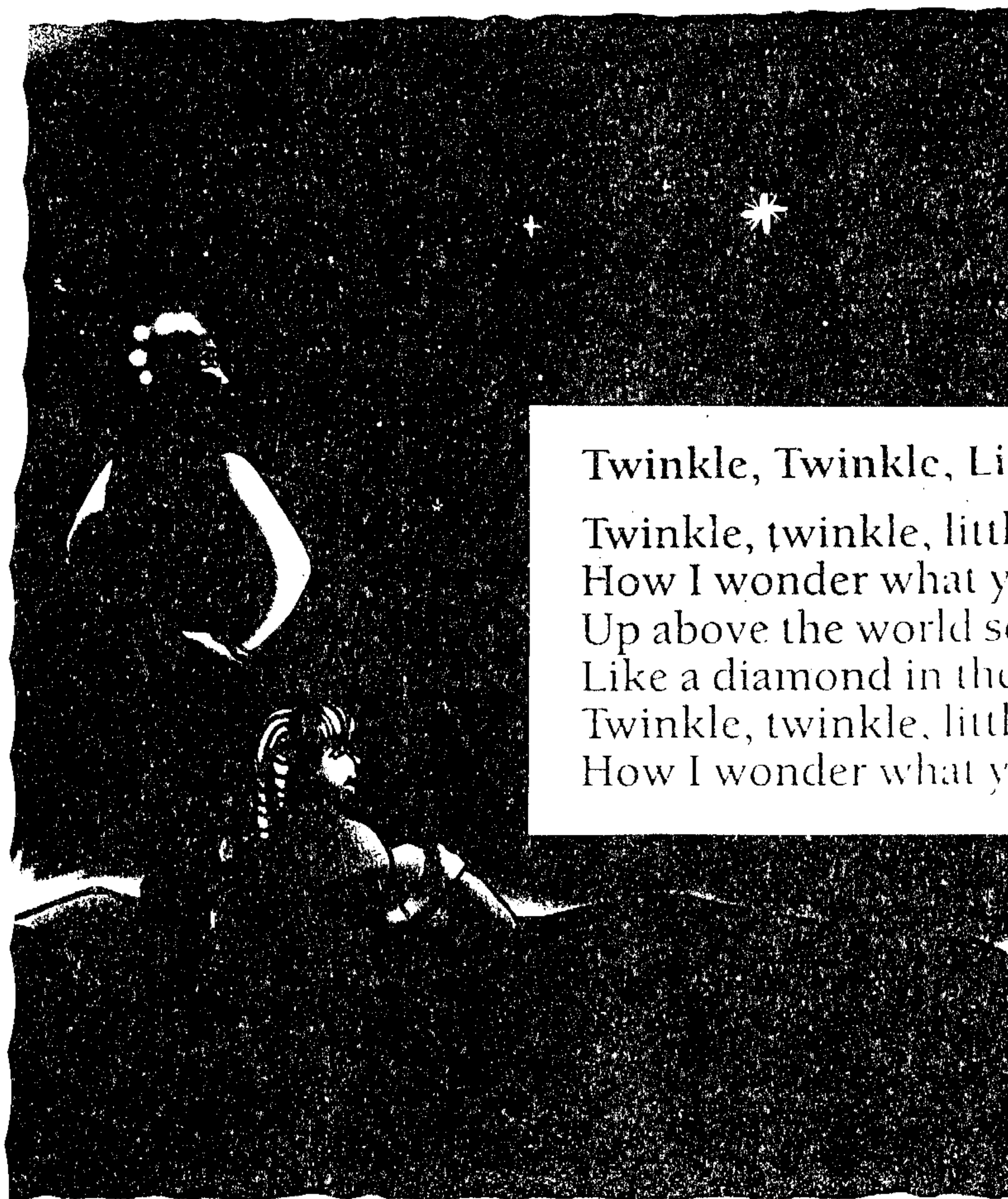
c. Listening
Play the cassette and they will listen only

d. Singing
- Distribute the poem pages. Ask them to move fingers on the lines while singing the poem.
- They will sing along with the cassette. You should also join them and sing in full tone and rhythm.(More then once)

e. Group Singing
Divide the class into two sections (play the cassette again) One section recites the rhyming lines and the other listen then the second group sings and the first one listens.

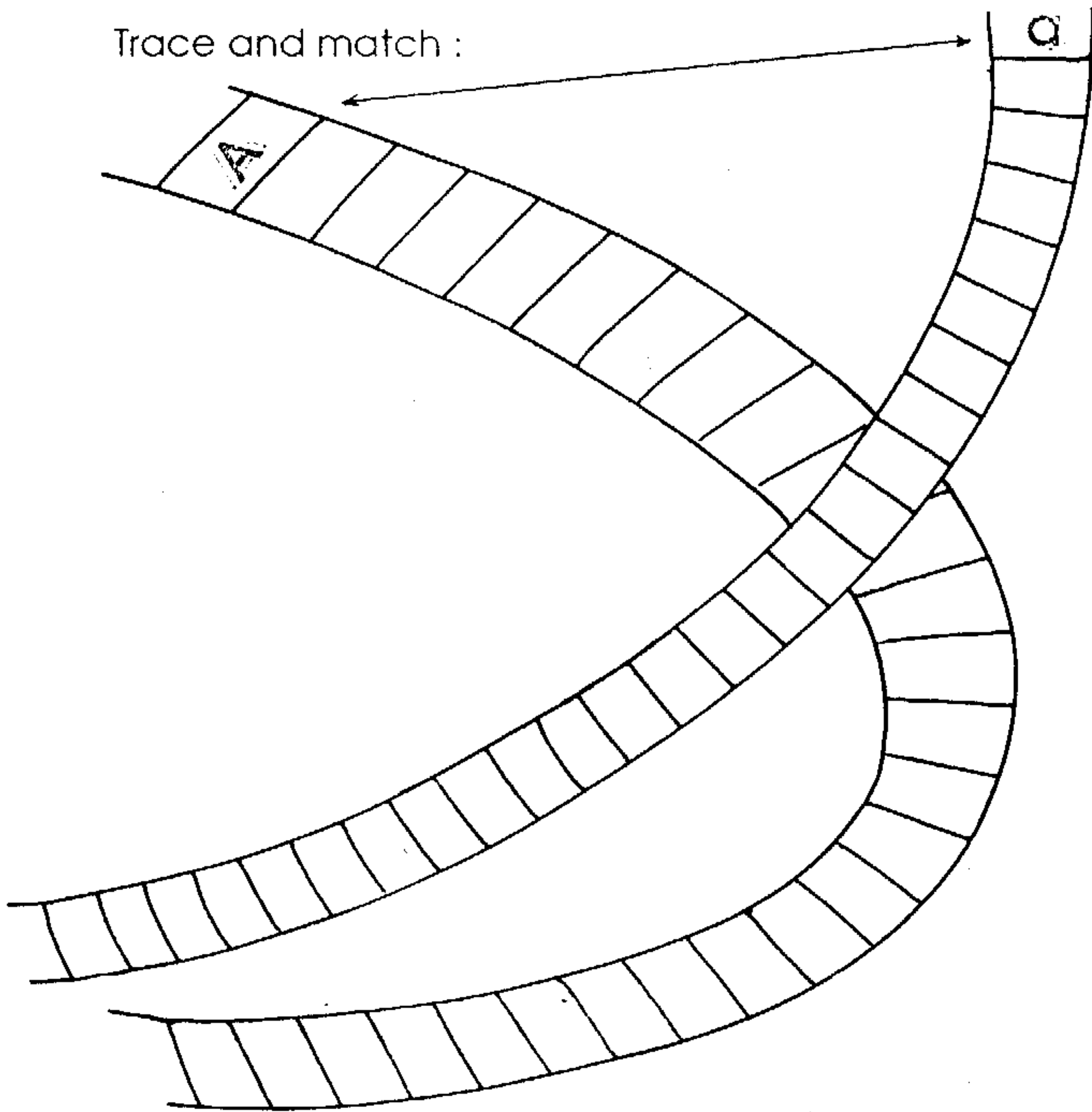
f. Stop playing the cassette and ask your students to sing themselves without listening to the cassette.

Task B Fun Activity
(Capital and Small Letters)

Level: 1 Term: 1 Week: 1 Day: 1	**Worksheet** (Twinkle, Twinkle little Star)	**Communication** Nursery Rhyme

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

Level: 1 Term: 1 Week: 1 Day: 1	Worksheet	Fun Activity (capital and small letters)

- There are two strips _ one is for capital letters and the other is for small letters.
- Write the letters in the boxes and then match with each other

Write your name :

Level: 1 Term: 1 Week: 1 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to
- talk to each other
- talk about personal information

2. Function: Describing a person

3. Activity: Interview , Making Profile Card

4. Material: Used Cards

5. Procedure:

a. Preparation

Ask your learners to bring ten greeting cards or 10 calendar sheets (used). They will clip or stitch together in the center to give it a shape of a booklet. (You can help them if they have some difficulty in preparing the book).

b. Pair Work

Write the followings on the board. Ask your learners to copy it on a profile card and take information from his or her partner and fill up the cards.

Name: ______________ **Likes:** ______________

Age: ______________ **Sister:** ______________

School: ______________ **Brother:** ______________

Class: ______________ **Father's Name** ___________

Good at: ______________ **Mother' Name** ______________

Feed Back

When they finish writing, ask them to read out their friends profile card later on Encourage them to say in complete sentences

e.g. **My friend's name is ___________.**

c. Booklet

- Ask them to take information from more friends and fill up the cards. Everyone will make profile cards of their friends in class by asking and taking following information from their friends. They will go to them and ask for the information.
- Ask them to make as many cards as they can. They can prepare them at home too.

d. Important Points

- Encourage them to make a profile book, neat, colorful and decorative and also in a clear and neat handwriting.
- They should be particular in using capital letter before names of person. month and subjects.
- Some of the best cards should be pinned up at the class board for display.

6. Follow up:

Ask them to chose a profile card of a friend and rewrite in the homework copies.

✱ **Free Writing ------------- 5 Mins.**

Level: 1 Term: 1 Week: 1 Day: 3	Lesson Plan	Reading

1. **Objectives:** The learners will be able to
   - read with fluency and correct pronunciation
   - read and understand the story
2. **Skills:** Reading Aloud , Reading Comprehension
3. **Topic:** "Where's clever cat?"
4. **Material:** Text page (**Where's clever cat?**). Worksheet

5. Procedure

a. Ask the following

1. Do you know the names of two animals. which begins with E and C?
2. Which animals is more clever. cat or elephant?
3. Can you guess the name of the story?

b. Reading Aloud

- Distribute the text pages and write the topic on the board – talk about the pictures
- Read the story aloud
- You read and the student follow you in a chorus

c. Group reading

Divide the class in two sections. One section reads aloud the lines of next picture and so on.

d. Paired Reading

One pair reads the lines of picture one then next pair reads the lines of picture two and so on.

e. Worksheets

Distribute the worksheets. Ask them to read the text first and then do the task at the worksheet. They should work in pairs while doing the task at the worksheet.

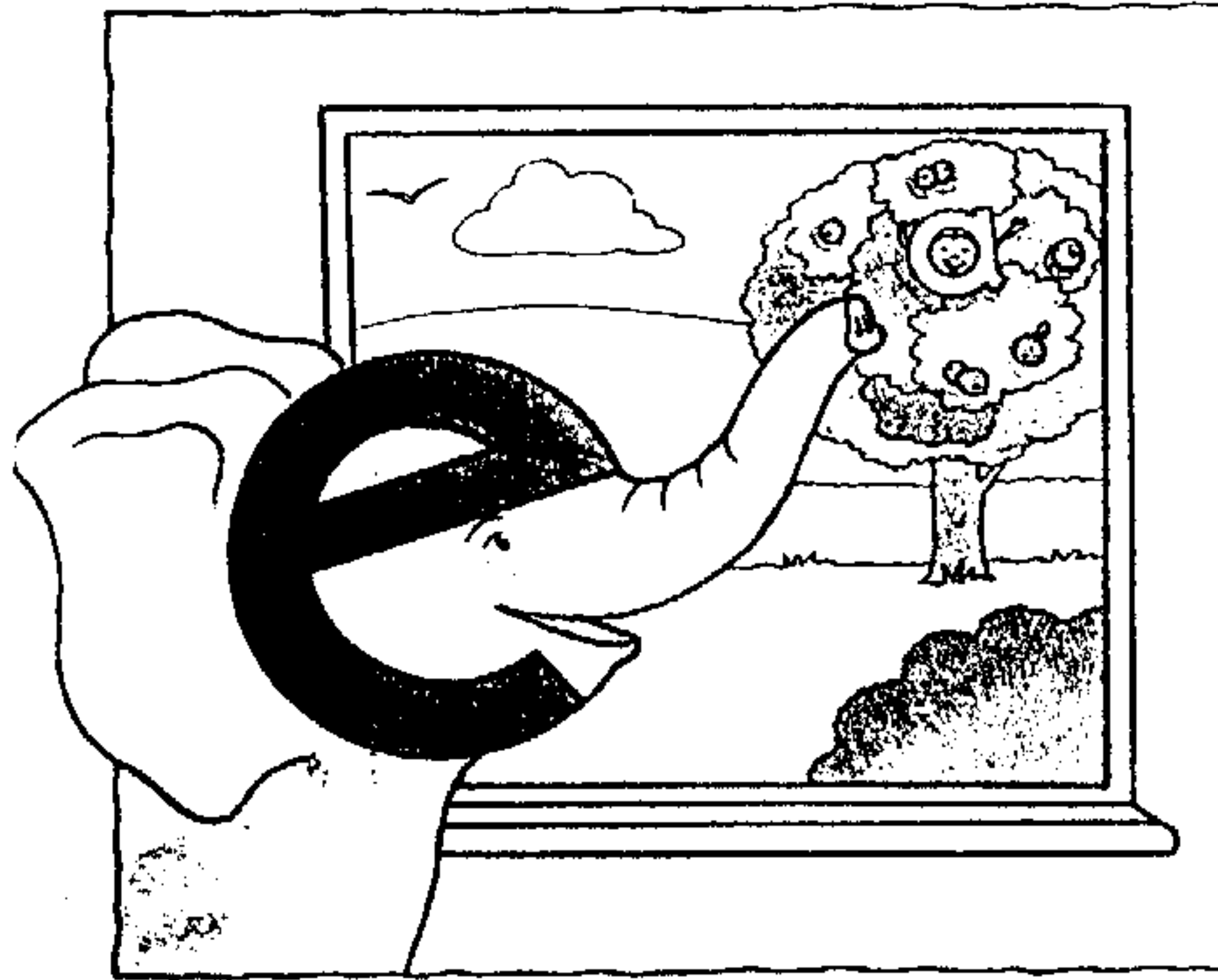
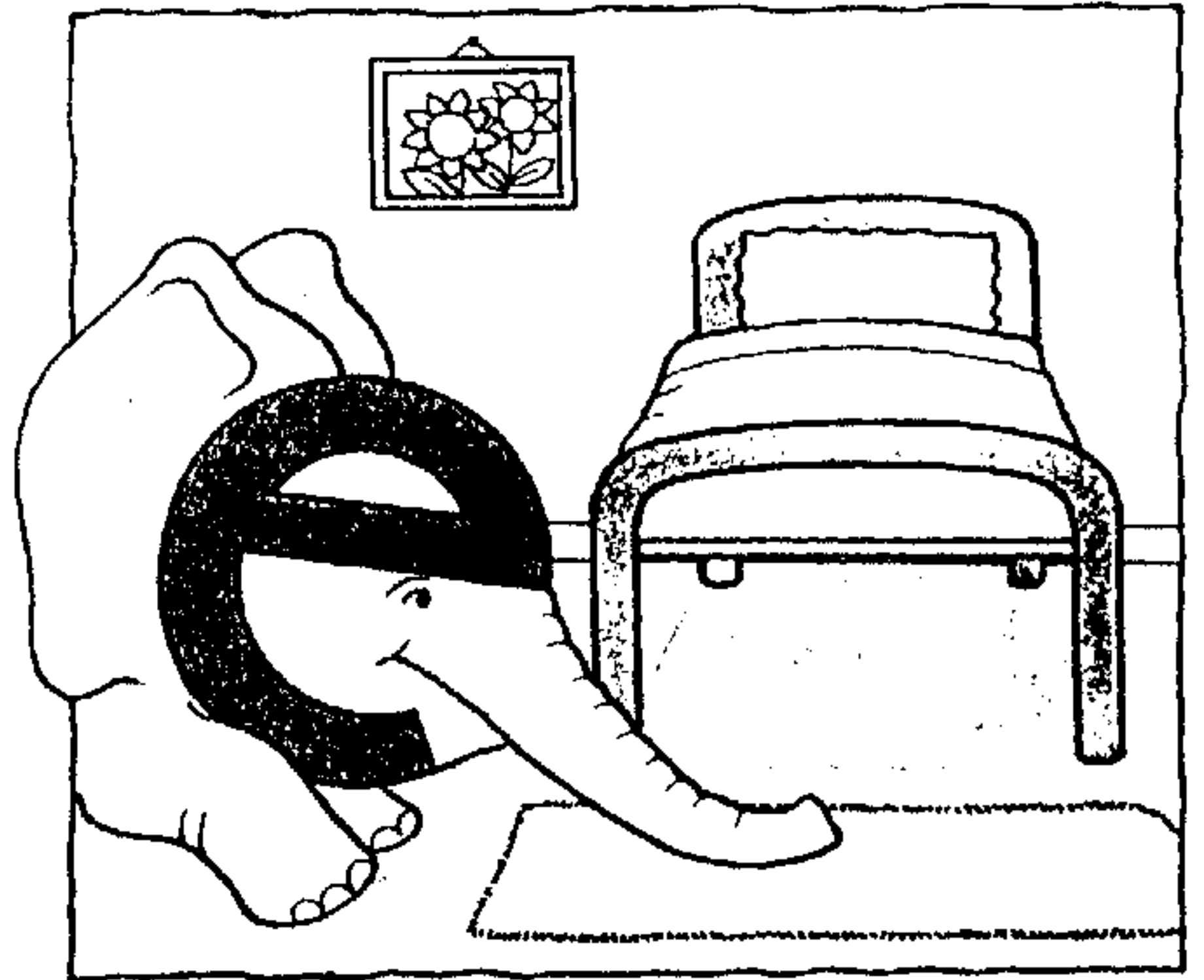
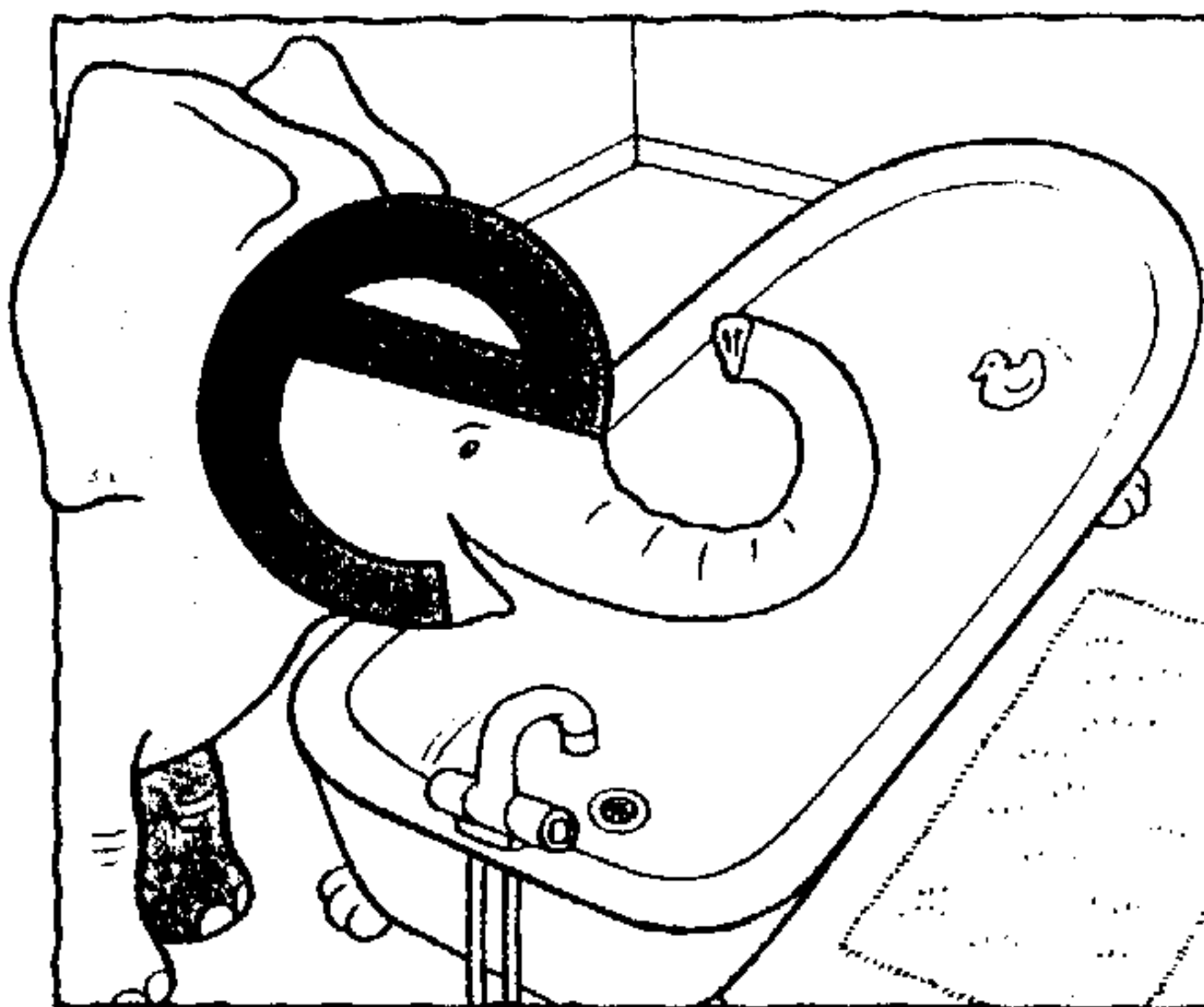
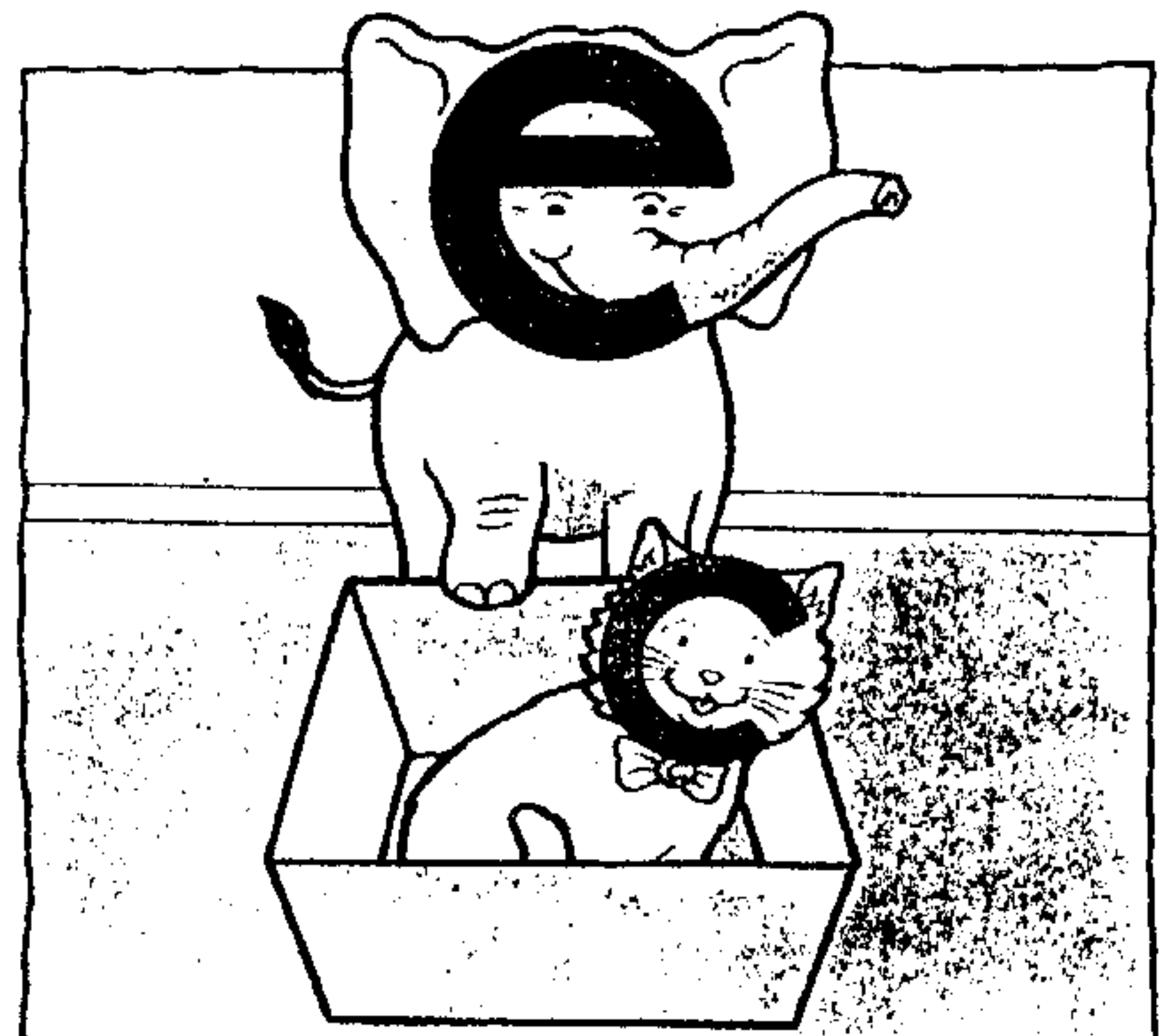
Task 1
Task 2
Task 3

Peer checking and feedback follows each task.

6. **Follow Up:** "Repeat task. -3- and draw a picture of an elephant or a cat"

Level: 1	Reading Text
Term: 1	
Week: 1	
Day: 3	

Where's Clever Cat?

Eddy Elephant is looking for Clever Cat.

He looks out of the window. Is she there?

He looks under the bed. Is she there?

He looks in the bath. Is she there?

He looks in the box. There she is!

Level: 1 Term: 1 Week: 1 Day: 3	Worksheet	Reading

Task 1. Read the text and comple he sentences

Eddy Elephant looks:

- out of ________________.
- in the ________________.
- under the ______________.
- in the _________________.

Task 2. Give numbers to the sentences as the elephant looks for the cat.
First is done for you.

________ He looks under the bed.

________ He looks in the box.

___1_____ He looks out of the windows.

________ He looks in the bath.

Task 3. Write answers for the questions.

1. Who is clever, cat or elephant?

____

2. Where was the cat?

____

Level: 1 Term: 1 Week: 1 Day: 4	Lesson Plan	Writing

1. Objectives: To enable the learners to:
- form and use capital letters.

2. Function: Identifying difference between capital and small letters.

3. Activity: Letter formation- capital and small

4. Material: A chart of capital letters and small letters. Work sheet

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5. Procedure:

a. Presentation

Highlight the following remarks on a chart or on the board. Use bold markers.

> **Most words are written with small letters.**
> **Names always start with capital letter.**

b. Worksheets

Distribute the worksheets and ask your learners to work on it. Explain each task properly.

Task1 Write 15 capital letters from the alphabet that is made up of straight lines.
A---------------------- (with few examples on the board)

Task2 Write down six small letters that have tall stem ~~like~~

B---------------------- (Examples it on the board)

Task3 Add a straight line to each of these shapes to make a capital letter.

Task 4 Write the following on the board.

"Name of a person, place begins with capital letter".

Ask them to write in the boxes

Peer checking and feedback follows each Task

6. Follow up: Repeat task No. 4

*** Free Writing -------------------- 5 Mins.**

Level: 1	Worksheet	Writing
Term: 1		date
Week: 1		
Day: 4		

Capital letters

**Most words are written with small letters.
Names always start with a capital letter.**

Write down the 15 capital letters from the alphabet that are made up of straight lines.

A ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Write down the six small letters that have tall stems like **b**.

b ___ ___ ___ ___ ___

Add a straight line to each of these shapes to make a capital letter.

Sometimes notices, adverts and posters are written in capitals. Write the following things in capital letters.

YOUR NAME

____

YOUR HOUSE NAME / STREET NAME

____

YOUR VILLAGE / TOWN

____

Level: 1 Term: 1 Week: 1 Day: 5	Lesson Plan	**Writing**

1. Objectives: To enable the learners to:
- Identify common noun and proper noun.
- Use of capital letter before proper noun.

2. Function: Recognizing common nouns and proper nouns.

3. Activity: Box filling, sorting

4. Resources: Worksheet (**Common Noun, Proper Noun**)

5. Procedure:

a. Presentation

- Write two common nouns and two proper nouns in mixed form on the board.
- Draw columns for each and write the words at proper place. Before writing you should ask from the students. Take more examples from them and put in the columns.

b. Worksheet

- Distribute worksheets and explain each task properly. Ask them to do the Task one by one.

Peer checking and feedback follows each task

Task I

Task II

6. Follow up: "Repeat **Task II**"

Level: 1 Term: 1 Week: 1 Day: 5	**Worksheet** (Common Nouns, Proper Nouns)	**Writing** Date:

Name of the peoples and places are called proper Nouns
Proper Nouns start with a capital letter, common nouns do not,

Task 1: Write the words in their boxes

book, Karachi , bag , boy , Rani , toy , pen,
Islamabad , school , bus Mansehra , cat.

Proper Noun	*Common Noun*

Task II: There are many names in this story. Write them in their correct boxes.

Anam and Komal live in Kohsaar Street in Mansehra.

They have a dog, called Puppy. They go for walks

in city park which is behind the city hospital. They

often meet there with their friends, Ali and Tania.

People	*Places*	*Animals*

Lesson Plan
(English)

Level: 1

Term: 1

Week: 2

Communication	Reading	Writing	Assessment
• a. Nursery Rhyme **(We Need to be Careful)** b. Fun Activity **(Fun with Colours)** • Talking about Personal Information.	• Poem **'One , Two'**	• Doing Words	✔

Level: 1 Term: 1 Week: 2 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - Enjoy the rhythm of the nursery rhyme
   - Pronounce the rhyming words and lines of the song
2. **Function:** Singing a traditional rhyme
3. **Activity:** Singing a Rhyme
4. **Material:** a. Poem Page (**We need to be careful**), cassette and cassette Player **b**. (**Fun with colours**)

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5. Procedure

Task A .... Nursery Rhyme

a. Preparation
Tell them that they are going to listen and sing a poem song from the cassette.

b. Introduction
- Write name of the poem song on the board.
- Discuss the topic and check the vocabulary comprehension if it is needed.

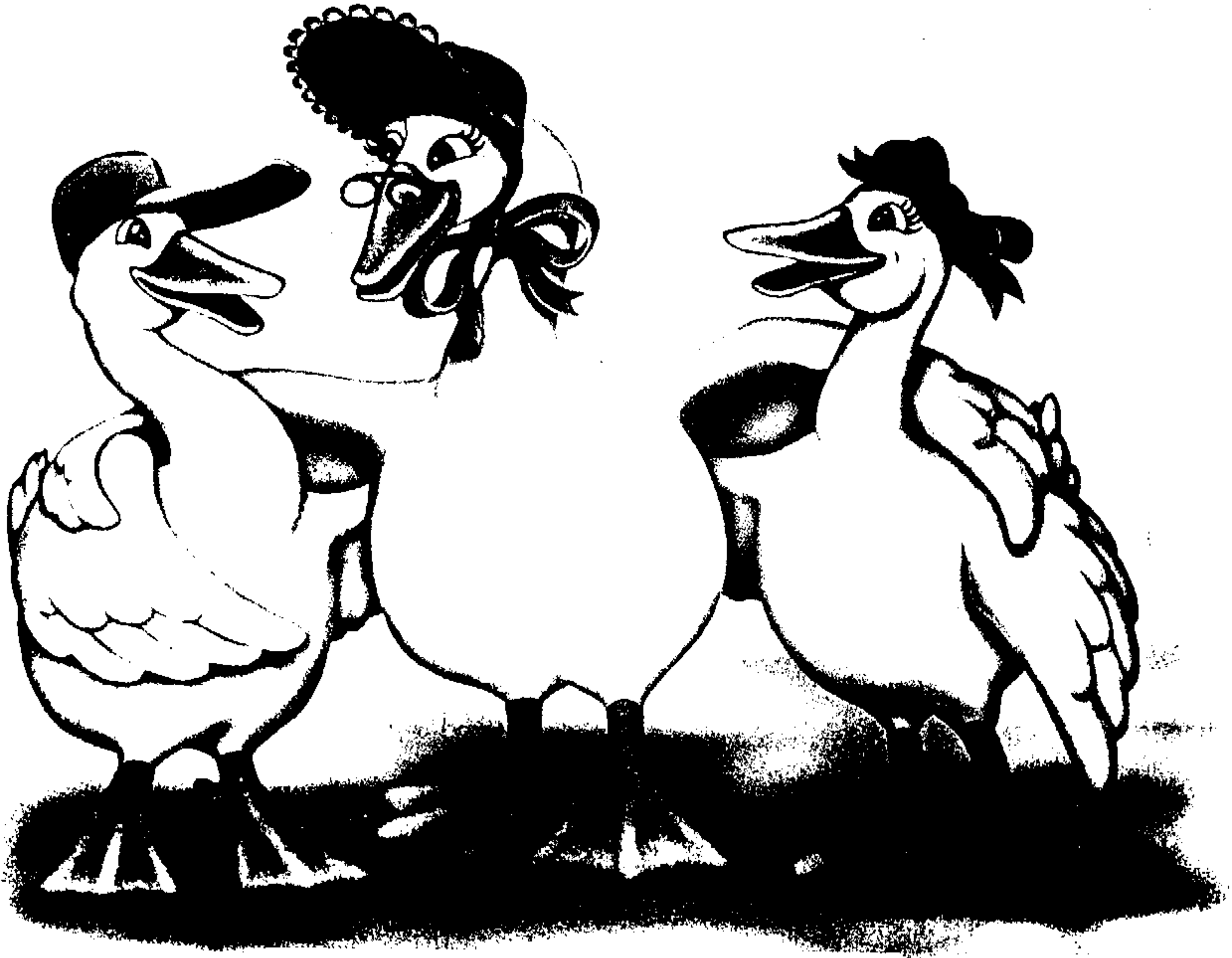
c. Listening
Play the cassette and they will listen only

d. Singing
- Distribute the poem page. Ask them to move fingers on the lines while singing the poem.
- They will sing along with the cassette. You should also join them and sing in full tone and rhythm.(More then once)

e. Group Singing
Divide the class into two sections (play the cassette again) One section recites the rhyming lines and the other listen. Then the second group sings and the first one listens.

f. Stop playing the cassette and ask your students to sing themselves without to the cassette.

Task B Fun Activity .... (Fun with Colours)

Level: 1 Term: 1 Week: 2 Day: 1	**Worksheet** (We need to be careful)	**Communication** Nursery Rhyme

We Need to Be Careful

We need to be careful
When we have fun.
Remember these rhymes
And tell everyone.

Get permission
Before you go to play,
So you can be found
Right away.

Look both ways
Before you cross the street.
Then when it's clear
Just move your feet.

Don't play with matches
Or any fire.
One small spark
And the flames might grow higher.

If you really need help,
Dial 9-1-1.
Then people who can help you
Will be on the run.

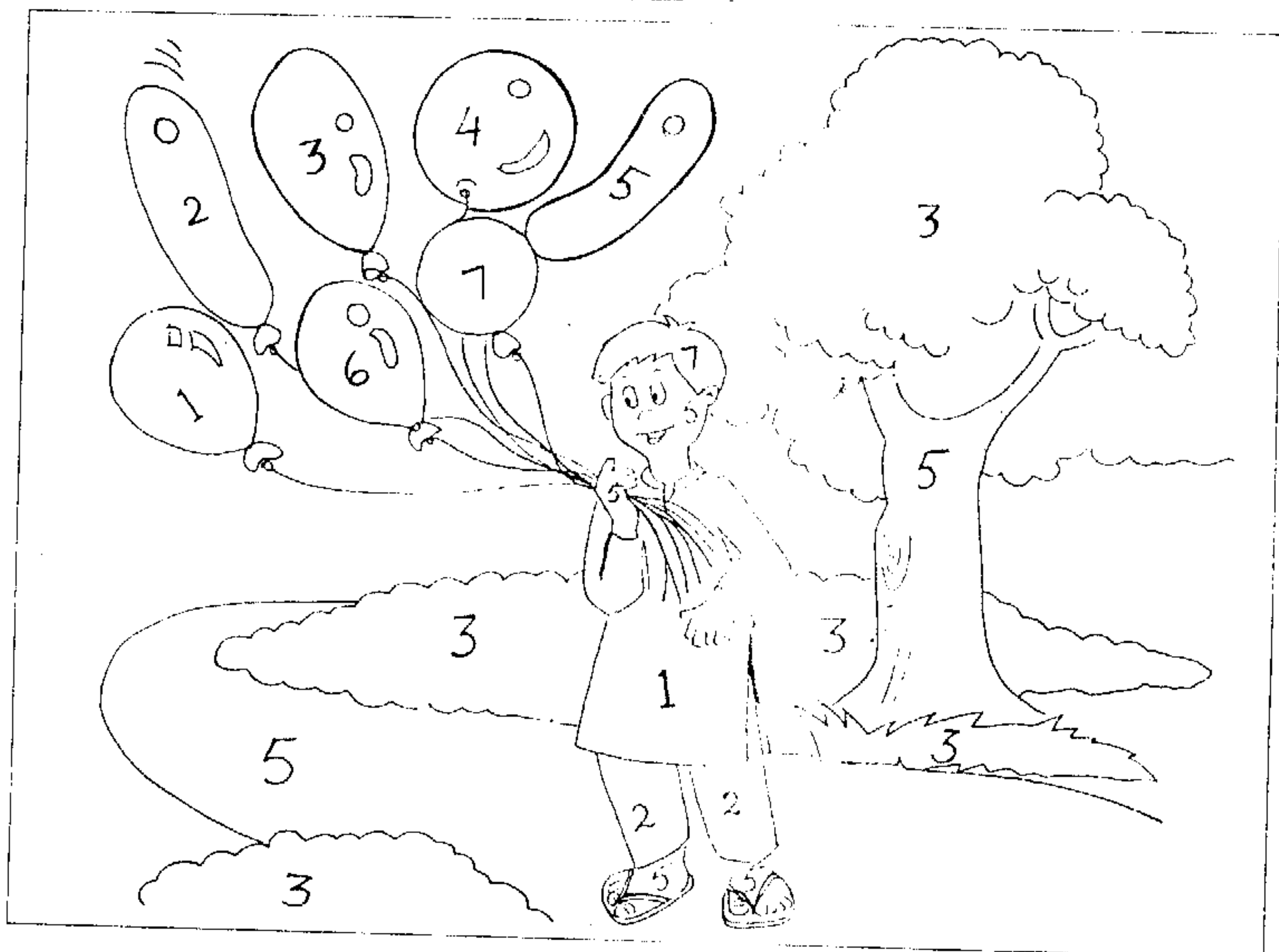
We need to be careful
When we have fun.
Remember these rhymes
And tell everyone.

Level: 1 Term: 1 Week: 2 Day: 1	Worksheet	Fun Activity (Fun with colours)

Task 1 Colours the boxes.

COLOUR BY NUMBERS

1. Red		4. Yellow	
2. Blue		5. Brown	
3. Green		6. Purple	
7. Black			

Task 2 : Colour the pictures to match with their boxes and their Numbers.

Level: 1 Term: 1 Week: 2 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to
   - listen and speak
   - talk about personal information
2. **Function:** Asking and giving personal information
3. **Activity:** Interviewing
4. **Material:** None

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5. **Procedure:**

a. Presentation

- Write the following dialogue and Practice the conversation with your students.
- say each line of the dialogue and ask them to follow you

Tr. Hello! Nasir, how old are you?
S1. Madam, I'm six years old.

Tr. When is your birthday?
SI. It is on 7th March.

b. Dialogue Practice

- First you say teacher's lines and the class says students' line
- Then the class says teacher's line and you say student's line

c. Practice (Pair Work)

Call two students at a time. Ask them to practice the same dialogue. They talk to each other using the same dialogue.

d. Group work.

Make groups according to the months they were born in. Ask them that the students who were born in the month of Jan. Feb. and March will sit in line no. 1 and so on.

Group one ---- Jan., Feb., March
Group four ---- Oct., Nov., Dec.

- Group members will talk to each other and note down the month of their birth month.

Name: Karim.
Born in: November.

- One of the members will report to the class about the information of their group members and say like this

"Karim was born in November".
"Razia was born in March".

Free Writing --------------- 5 Mins

Level: 1
Term: 1
Week: 2
Day: 3

Lesson Plan **Reading**

1. **Objectives** To enable the learners to:
   a) enjoy poetry.
   b) recite the poem in rhythmic manner.
2. **Skill:** Reading a poem for pleasure
3. **Topic:** One. Two. Three. Four
4. **Material:** a)Picture of Cherries b) Poem Page **(One, Two, Three, Four)**

5. **Procedure:**

a. Pre-Reading

Put up the picture of cherries on the board and ask the following.

1. **What is this?**
2. **Do you know the name of this fruit?**
3. **What is taste?**
4. **Do you like it?**

b. Distribute the poem page among the students and ask the following

Look at the page and find out

Is it a:

story?
poem?
paragraph?

c. Reading

- Read the poem aloud and ask the learners to listen attentively.
- Recite the poem line by line ask the class to repeat in chorus after you.
- The drill should be in rhythm (many times).

d. Group Reading

- Divide the class into groups, putting four members in each group.
- Each group will recite the poem one by one.

e. Paired Reading

- Divide the class into pairs.
- Each pair will stand up and recite the poem to the class.

Ask the class to recite the poem in chorus.

f. Choral Drill

Ask the class to fold up their poem page and sing the poem in chorus without looking at it.

g. Individual Practice

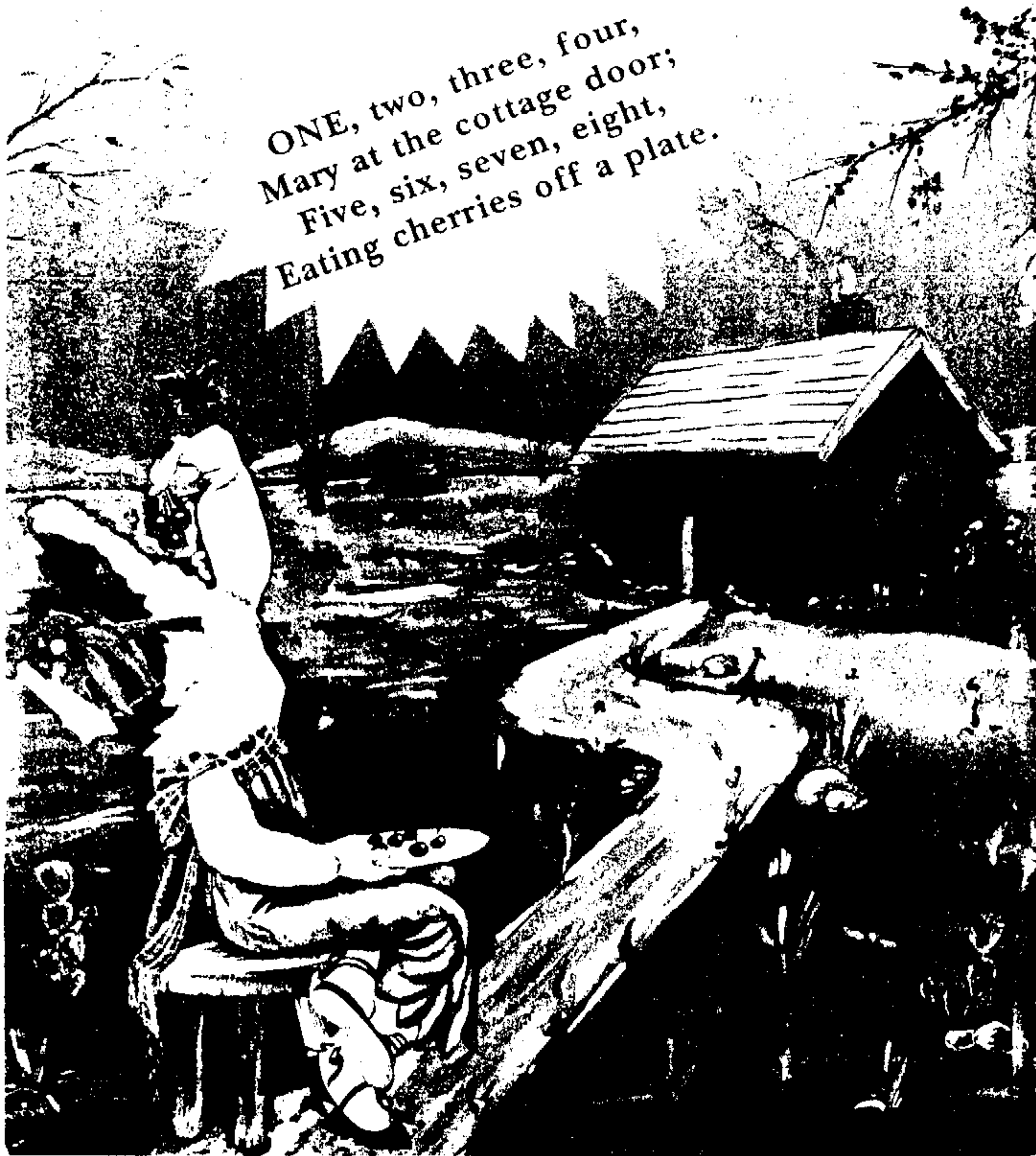
- Ask your learners to recite the poem one by one.
- Ask them to sing individually without looking at the page.

6. **Follow up** Learners will draw a cottage. a girl sitting and eating cherries

✱ **Free Writing -------------- 5 Mins.**

Level: 1
Term: 1
Week: 2
Day: 3

Poem Page

ONE, TWO, THREE, FOUR.

Level: 1 Term: 1 Week: 2 Day: 4	Lesson Plan	Writing

1. Objectives: The learners will be able to:
- recognize the doing words
- use verbs at their proper places

2. Function: Recognizing the verbs

3. Activity: Exercises

4. Material: Worksheet **(Doing words)**

5. Procedure:

a. Presentation

- Write the following words on the board and also sentences
- Explain the difference of noun and doing words

Playing , ball , eats , biscuits

He is playing with a boll.

She eats biscuits in school break.

b. Worksheet (pair work)

Explain each task one by one by giving examples on the board

Task 1

Task 2

Task 3

Peer checking and feed back follows each task

6. Follow Up: Repeat task No. 3

Level: 1 Term: 1 Week: 2 Day: 4	Worksheet	Writing Date:

Doing words are called verbs.

Task 1: Underline the doing words in these sentences

He is jumping over a wall. He ate an apple.

She plays with dolls.

Father bought a toy for me. Mother cooked rice.

Task 2: There are two doing words in each sentence.
Underline them.

- We all eat and drink quickly
- I washed my dress, then I ironed them.
- Mother cooked meal and served on the table.
- We sit on chair and write on a tables.

Task 3: Pick a word from the box and complete these sentences.

eats, runs, sleep, watch, likes, drink

- Our dog ________ like a horse.
- Children like to __________ television.
- My brother __________ sweets all day.
- I always _______________ on time.
- My sister _____________ ice cream.

Level: 1 Term: 1 Week: 2 Day: 6	Assessment

Task 1: **Prepare your profile card.** (2)

Name: ______________________________

Class: ______________________________

Age: ______________________________

Like: ______________________________

Task 2: **Read the following lines and write answers for each question.** (3)

Nadia is looking for her dog, pony.

She looks out of the window. She

looks in the garden. She looks under

the table. There, he is.

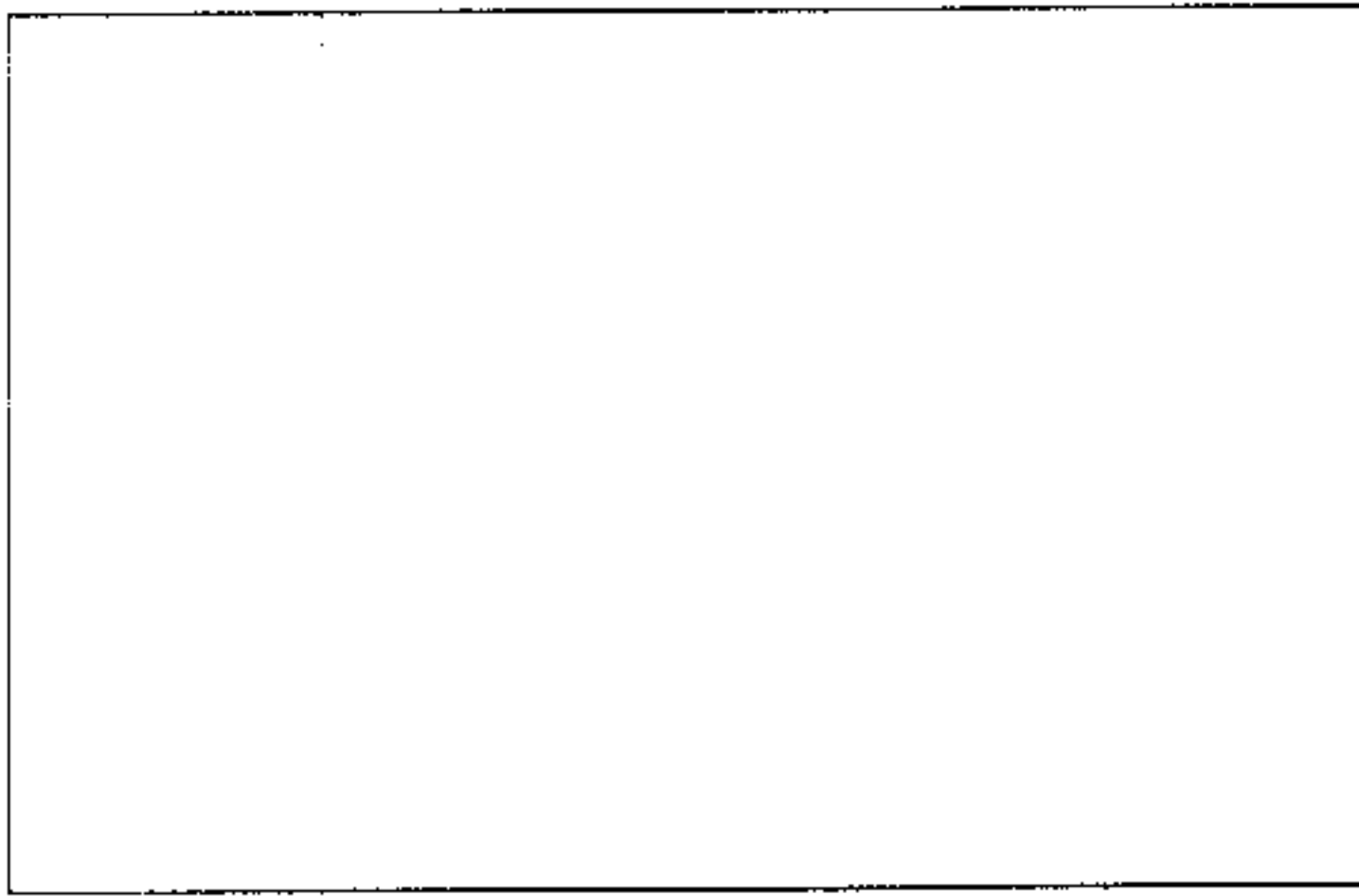
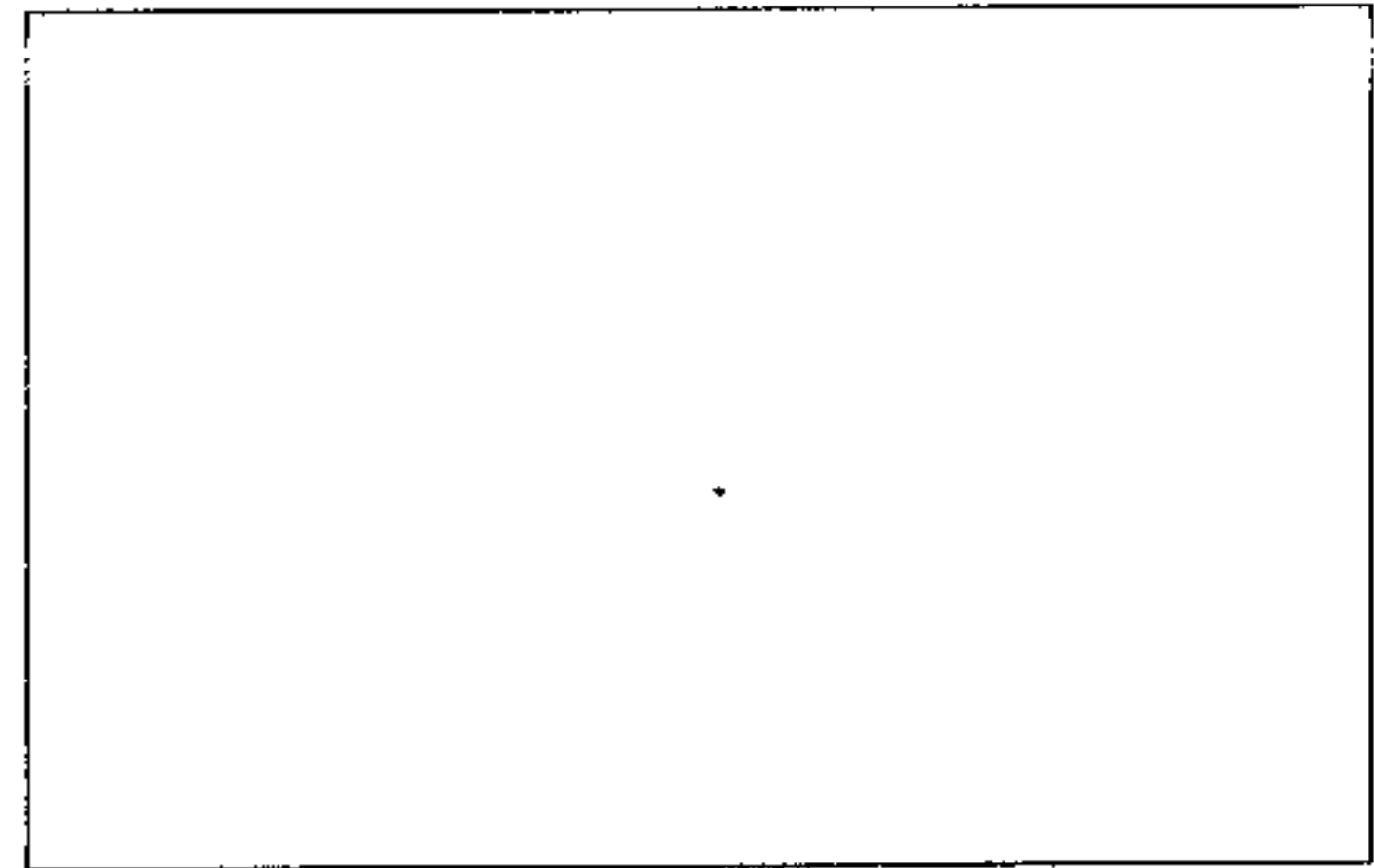
1. **What is the name of Nadia's dog?**

____

2. **Where does she look for the dog?**

____

3. **Where is the pony sitting?**

____

Task 3: **Put the words in their boxes.** (2)

table, Islamabad, school, Karim,

dog, park, Uzma, Lahore.

Proper Noun **Common Noun**

Task 4: **There are two doing words in each sentence. Underline them.** (3)

We will eat and drink quickly.

We sit on chairs and write on tables.

I bought colour pencils and coloured a scenery.

Lesson Plan

(English)

Level: 1

Term: 1

Week: 3

Communication	Reading	Writing	Assessment
• a. Nursery Rhyme **(Little Miss Muffet)** b. Cross & Puzzle **(Fruit and Vegetable)** • Survey (Likes & Dislikes)	• 'Sentences'	• Scrambled Sentences • Use a Full Stop	×

Level: 1 Term: 1 Week: 3 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- Enjoy the rhythm of the nursery rhyme
- Pronounce the rhyming words and lines of the song

2. Function: Singing a traditional rhyme

'. Activity: Singing a Rhyme

. . Material: a. Poem Page (**Little Miss Muffet**), cassette and cassette Player b. Cross word Puzzle (**fruit and vegetables)**

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5. Procedure
Task A .... Nursery Rhyme

a. Preparation
Tell them that they are going to listen and sing a poem song from the cassette.

b. Introduction
- Write name of the poem song on the board.
- Discuss the topic and check the vocabulary comprehension if it is needed.

c. Listening
Play the cassette and they will listen only

d. Singing
- Distribute the poem page. Ask them to move fingers on the lines while singing the poem.
- They will sing along with the cassette. You should also join them and sing in full tone and rhythm.(More then once)

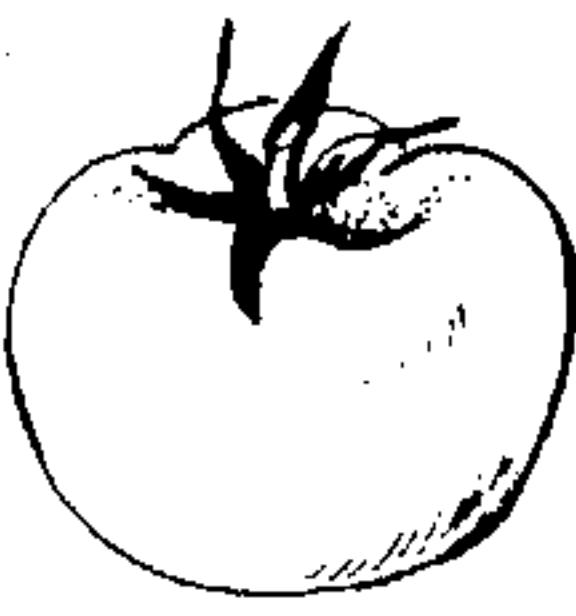
e. Group Singing
Divide the class into two sections (Play the cassette again) One section recites the rhyming lines and the other listens. Then the second group sings and the first one listens.

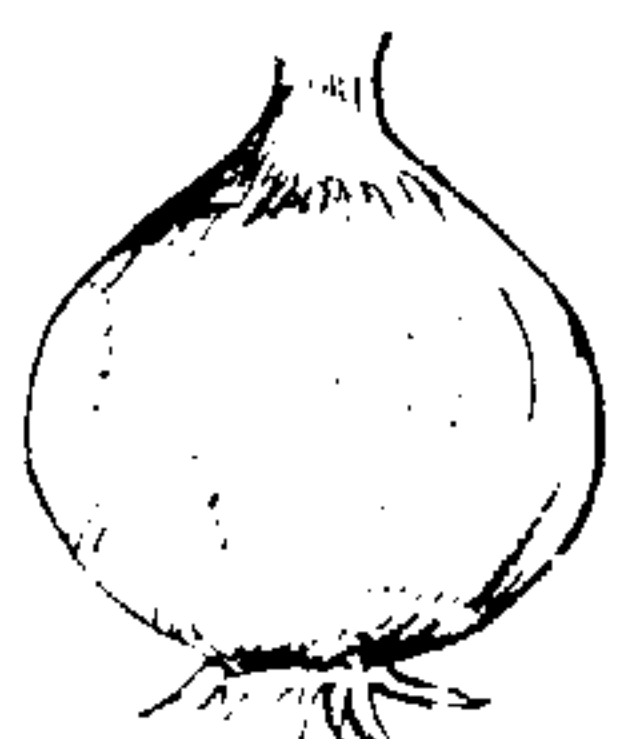
f. Stop playing the cassette and ask your students to sing themselves without listening to the cassette.

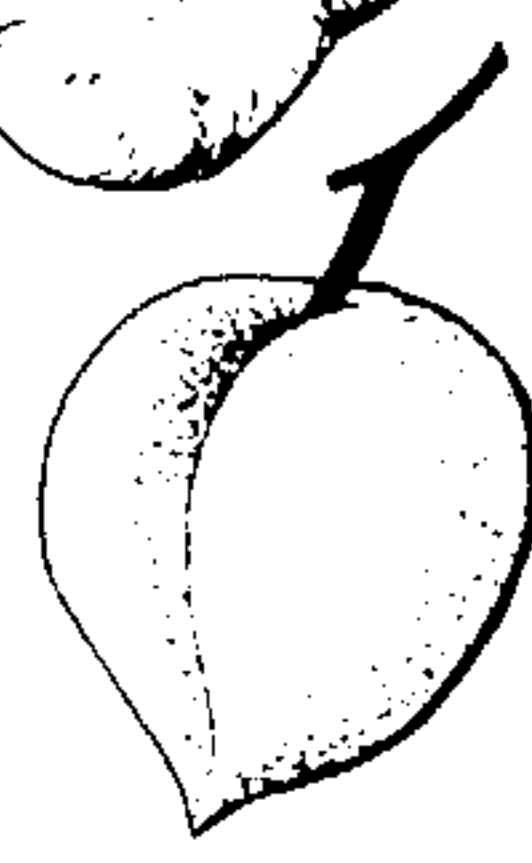
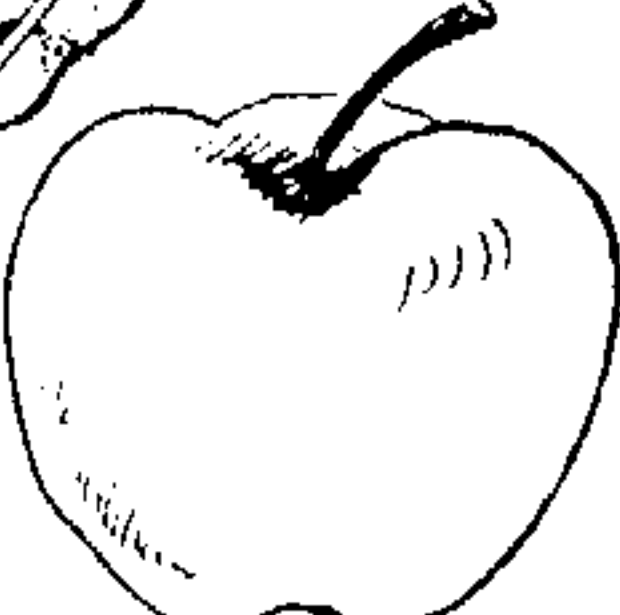
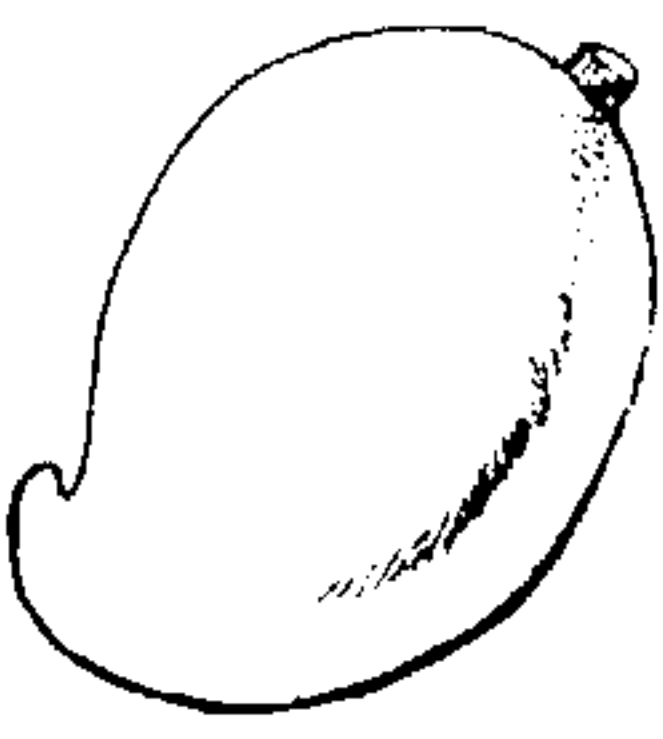
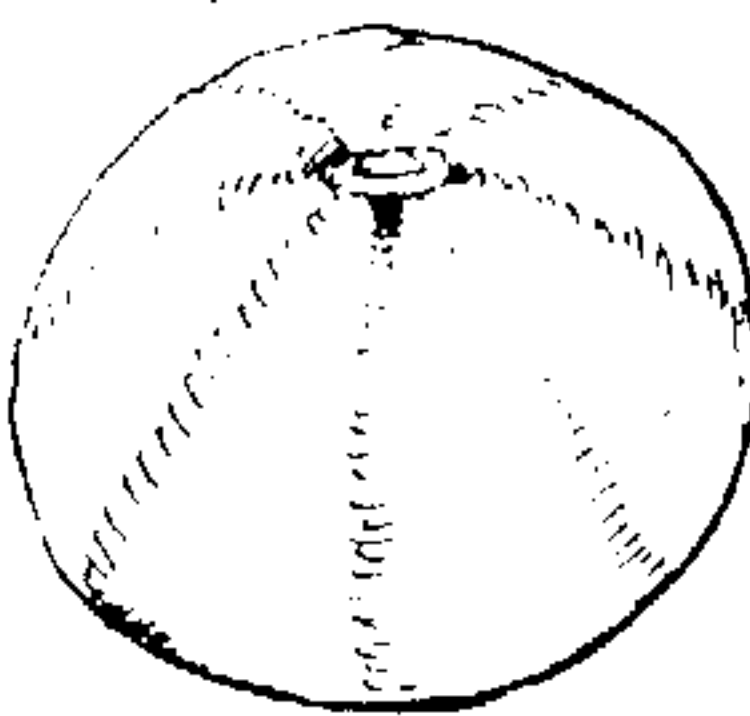
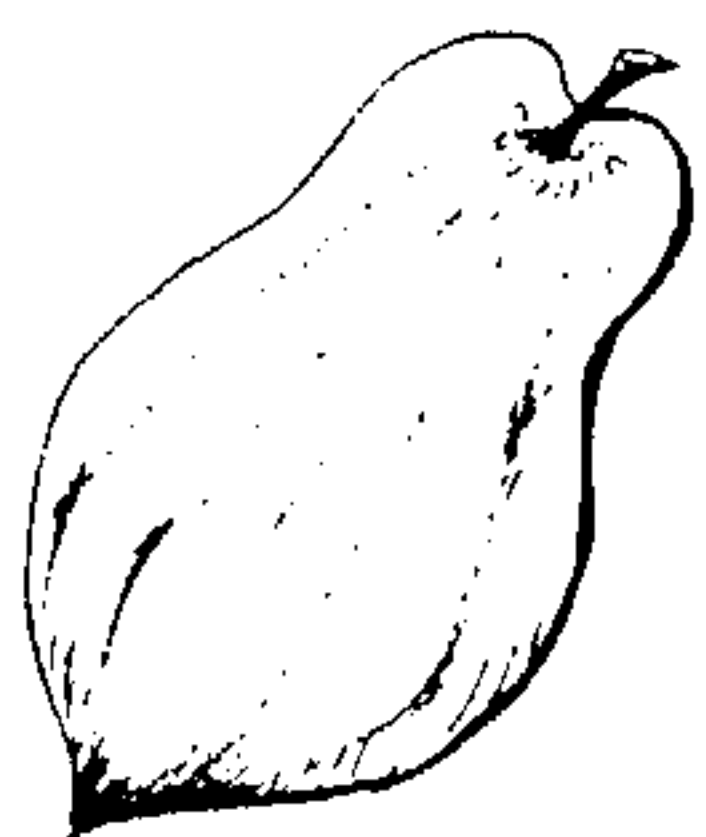
Task B Fun Activity .... Cross Word Puzzle (fruit & Vegetable)

Level: 1 Term: 1 Week: 3 Day: 1	**Worksheet** (Little Miss Muffet)	**Communication** Nursery Rhyme

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet
Eating her curds and whey.
Along came a spider
Who sat down beside her
And frightened Miss Muffet away.

Level: 1
Term: 1
Week: 3
Day: 1

Worksheet

Fun Activity
Cross word Puzzle
(Fruit and Vegetables)

Find 5 fruits and 5 vegetables hidden in the square given below:

APPLE	PEACH	MANGO	PAPAYA	ONION
TOMATO	POTATO	GINGER	MELON	PEA.

P	T	P	O	T	A	T	O	N
T	E	A	M	F	A	Q	N	M
O	U	P	R	E	Y	V	I	A
M	Z	A	P	P	L	E	O	E
A	M	Y	E	E	Y	O	N	D
T	Y	A	A	L	A	W	N	C
O	S	E	N	J	Q	C	Z	E
T	G	I	N	G	E	R	H	H
Z	C	K	B	P	O	O	A	L

Level: 1 Term: 1 Week: 3 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- express their liking and disliking
- express about their friend's liking and disliking

2. Function: Expressing likes or dislikes

3. Activity: Survey

4. Material: Sheets of Paper

5. Procedure

a. Presentation

Write names of some food items on the board with the help of students. Take some food items which usually children like and also take those which they usually do not like. Ask from the students and write.

e.g. **ice cream, chocolate, coffee, milk, tea**

First you say yours own sentences. Tick on some of the food items and say

I like _________.
I like _________
I do not like _______

b. Practice

Call students one by one. Ask them to tick on the items he/she likes and put a cross on the things, he/she doesn't like. First they will tick the food and then they will say about each.

c. More practice (Survey)

Tell them to stand up and go around the class. Ask them to find out the common friends who like the same food items you like and also the friends who do not like the same you do not like. When it appears that the survey is almost complete, ask them to report to the class one by one.

e.g. **Iffat, Riaz, Salma and Nadia like ________.**

Nasim, Uzma and Ahmad do not like _______.

Note: If time allows, continue practice with some more but take different items.
e.g. **books , animals , TV programs , subject.**

6. Follow up. They will write five sentences about likes and five about dislikes in there H/work copies.

Level: 1 Term: 1 Week: 3 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read sentences properly.
- understand sentences.

2. Skills: Reading Aloud, Reading comprehension

3. Topic: Sentences

4. Material: Text Page (**Sentences**)

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5. Procedure

a. - Distribute the text pages
- Talk about the pictures and the animals
- Check if they know about these words

truth, bear and dinosaur.

b. Reading Aloud
- Model Reading (by the teacher)
- Group Reading
- Paired Reading
- Individual Reading

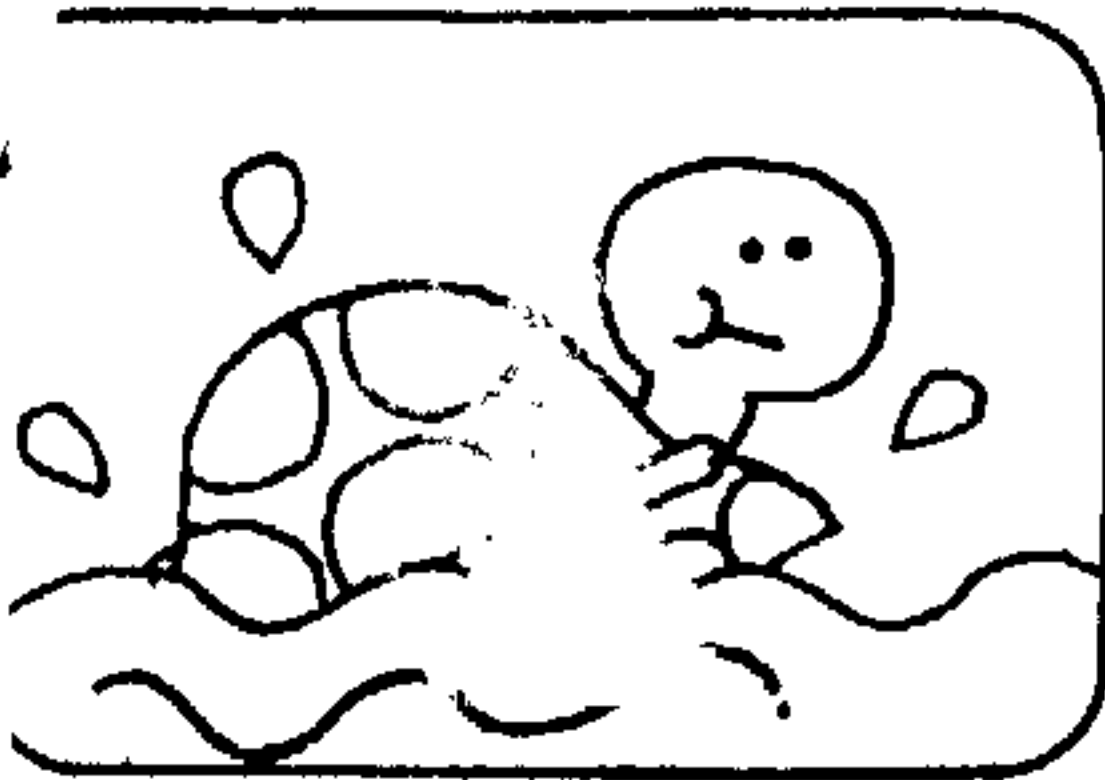
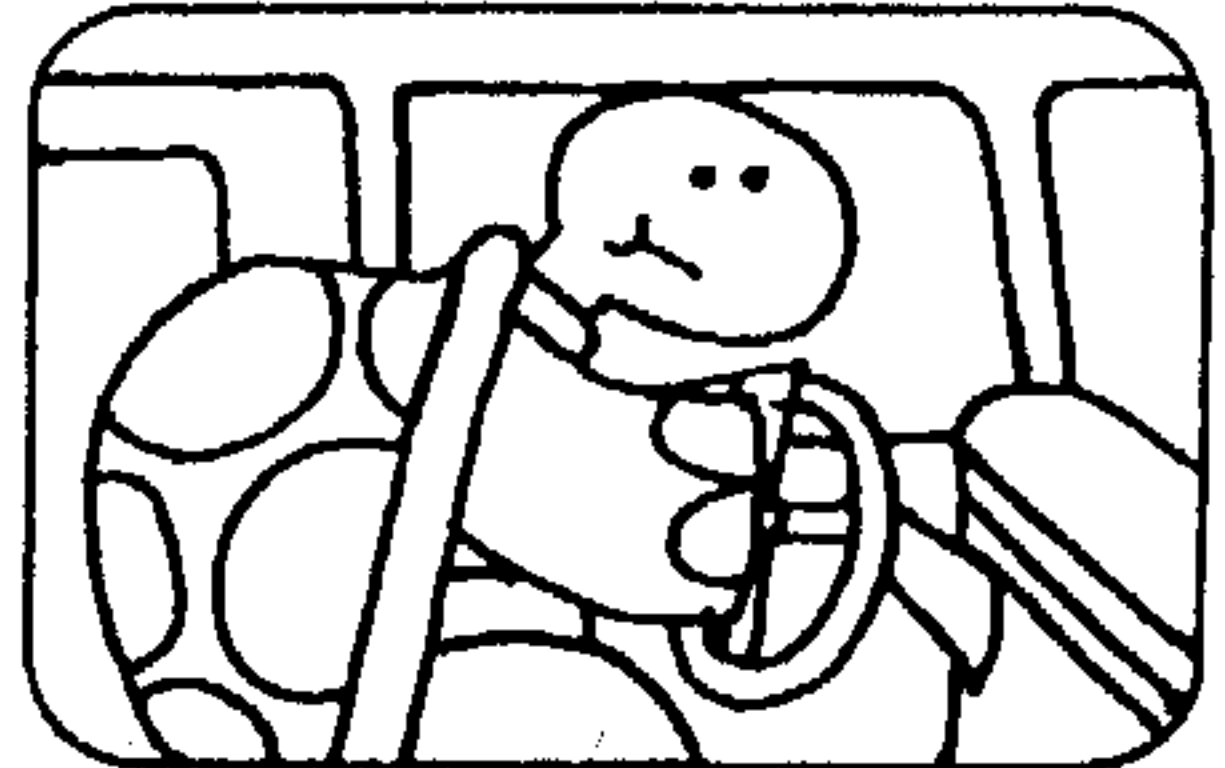
c. Task
- Explain the task, given in the text page.
- Peer checking and feed back

d. Ask the following questions orally and take feed back.

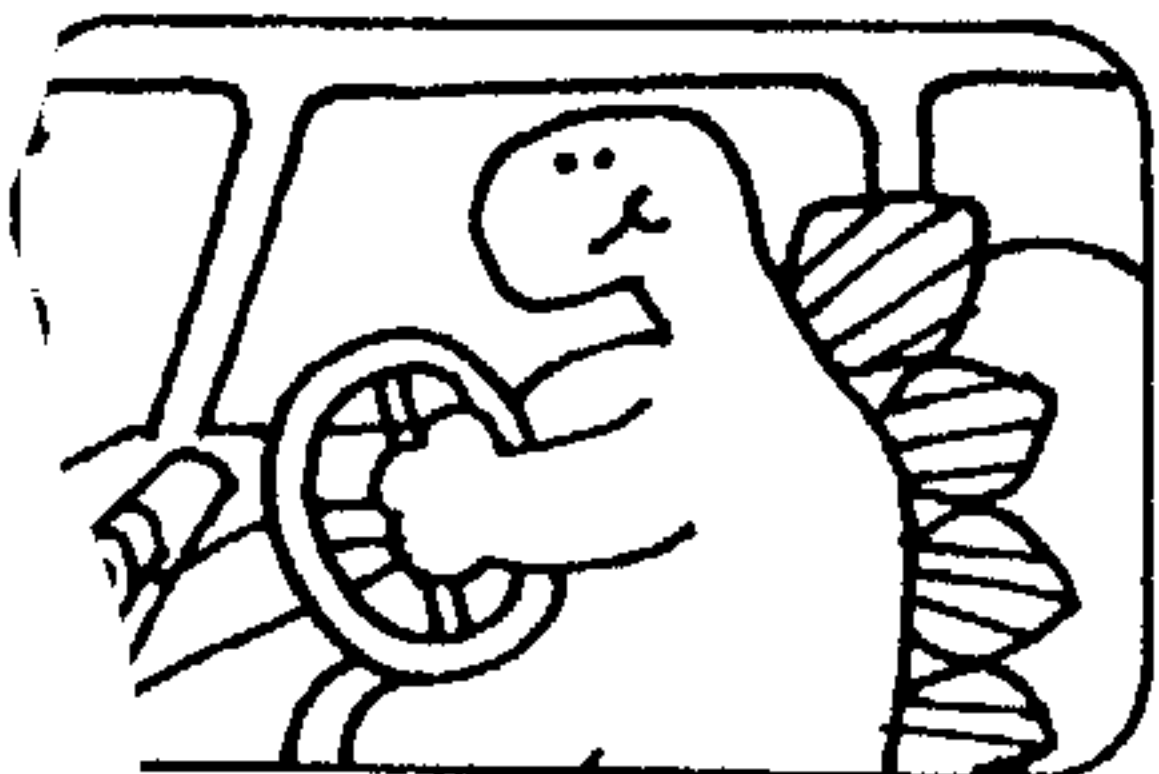
1. **Where is the turtle?**
2. **Is he swimming in the river?**
3. **When does the bear hide?**
4. **Can a dinosaur drive the car?**
5. **What is he doing in the pond?**

6. Follow Up: Write the above questions on the board for home work.

Level: 1	
Term: 1	Text Page
Week: 3	
Day: 3	

Read the sentences. Look at the pictures. Draw a line from each sentence to the right picture.

A.

B.
1. The turtle rides in a truck.
2. The turtle swims in the pond.

A.

B.
3. The bear hides in a tree.
4. The bear jumps off the rock.

A.

B.
5. The dinosaur stands in the pond.
6. The dinosaur drives the car.

Skill: understanding sentences

Level: 1 Term: 1 Week: 3 Day: 4	**lesson Plan**	**Writing**

1. Objectives:	The learners will be . to: • Write the words at proper places • Understand the structure of a sentence.
2. Function:	Developing the sense of writing sensible sentences.
3. Activity:	Exercises
4. Material:	Worksheet, **(Scrambled sentences)**

5. Procedure:

a. Presentation

Write a simple sentence on the board.

e.g. **He eats apple.**

Re write in the following manner.

e.g. **apple. eat He**

Explain the role of subject and verb and write there in two columns. Take more examples.

b. Worksheet

- Distribute the worksheets.
- Explain the task.
- Peer checking and feedback.

6. Follow up:

- Write some more scrambled sentences on the board. Which should be different in sense from the worksheet sentences but the same in structure

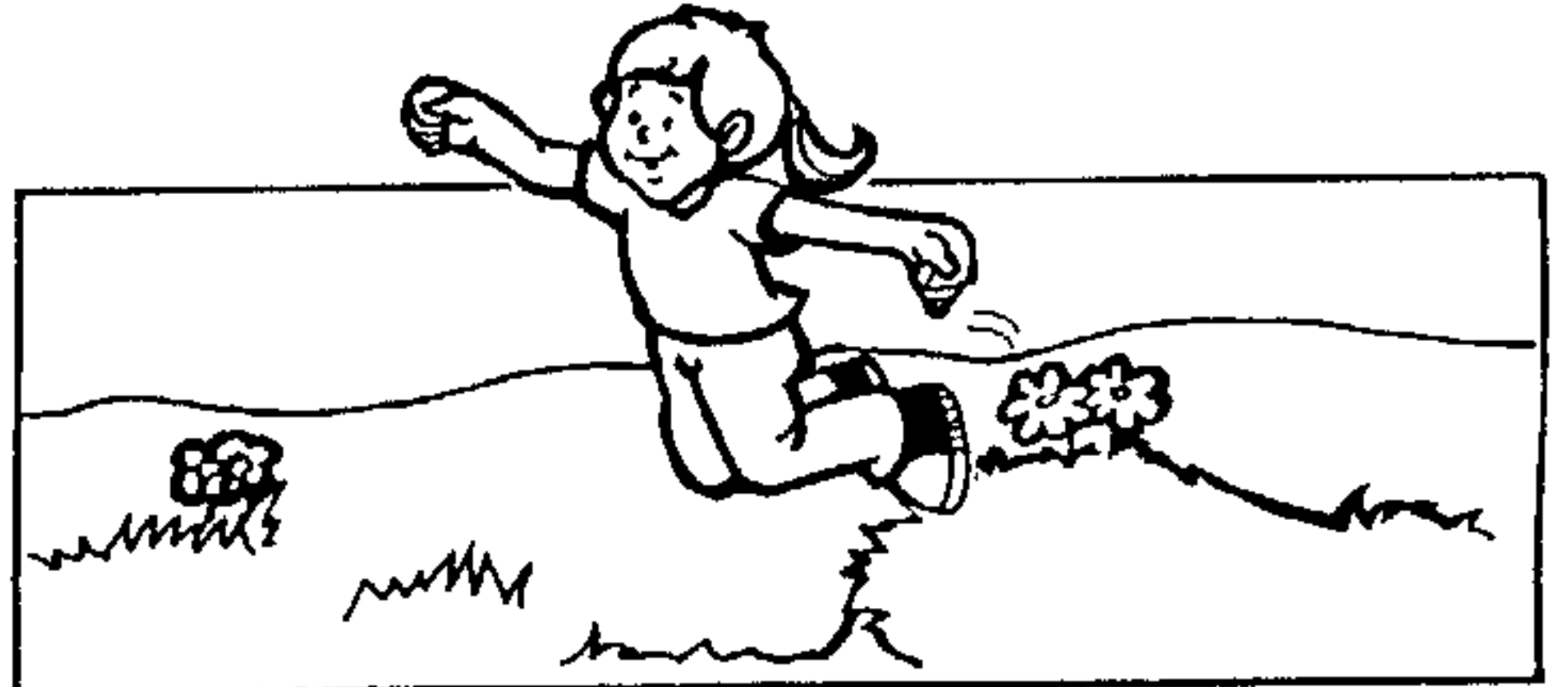
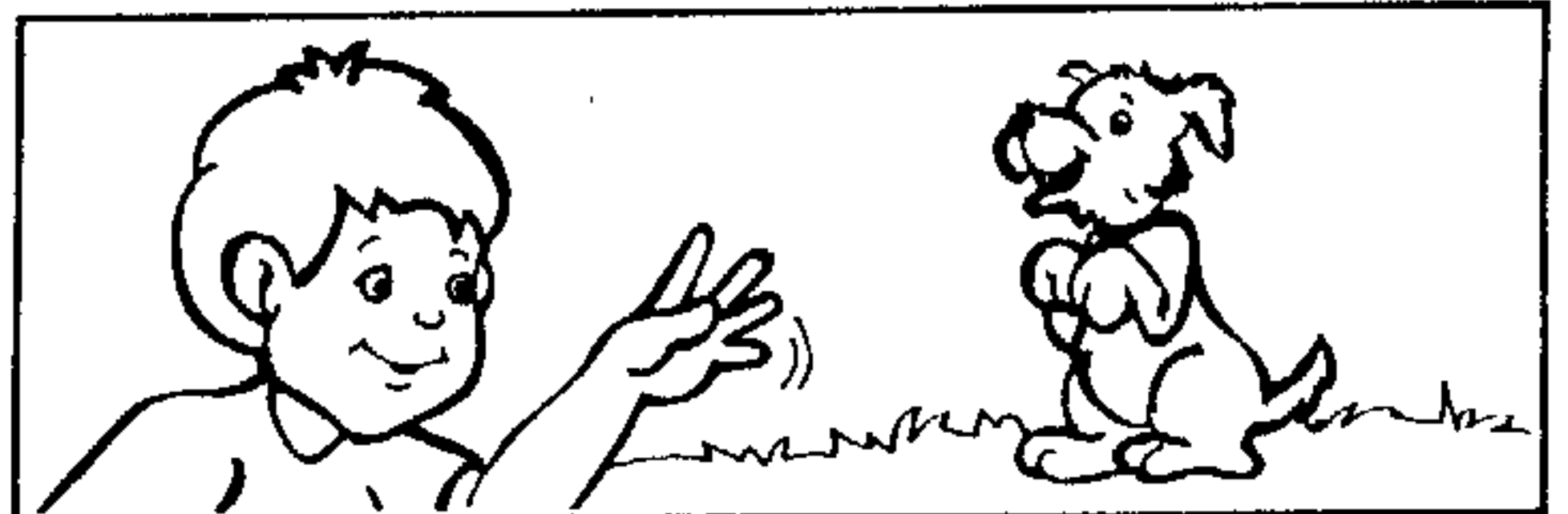
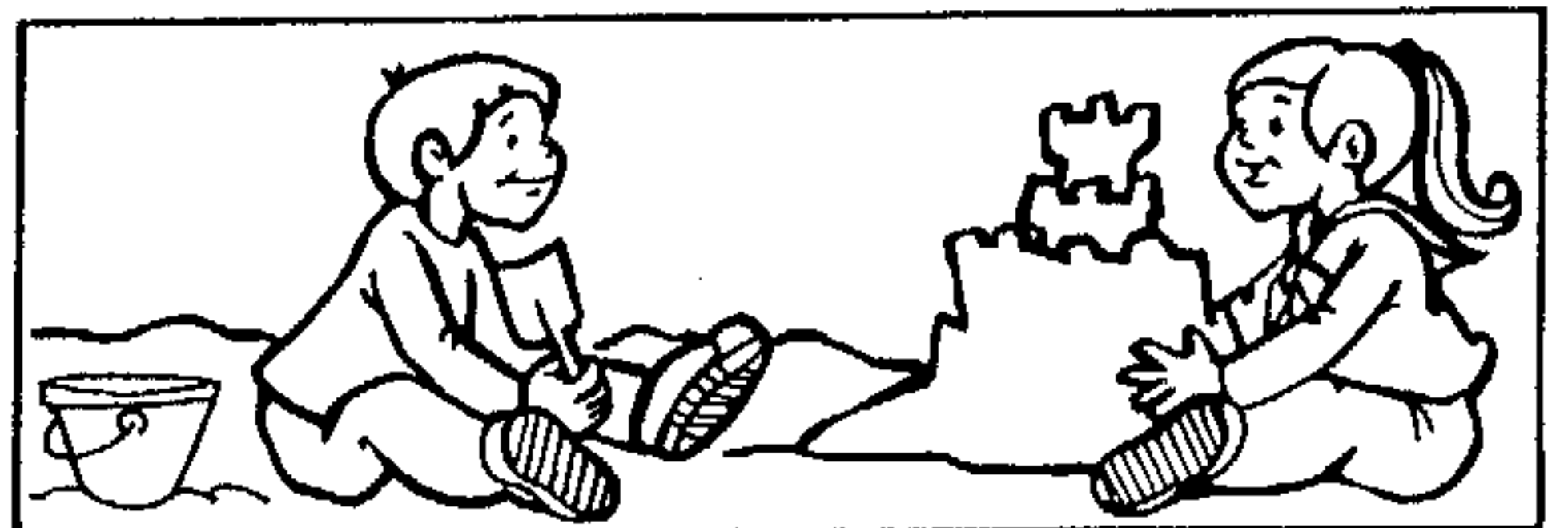
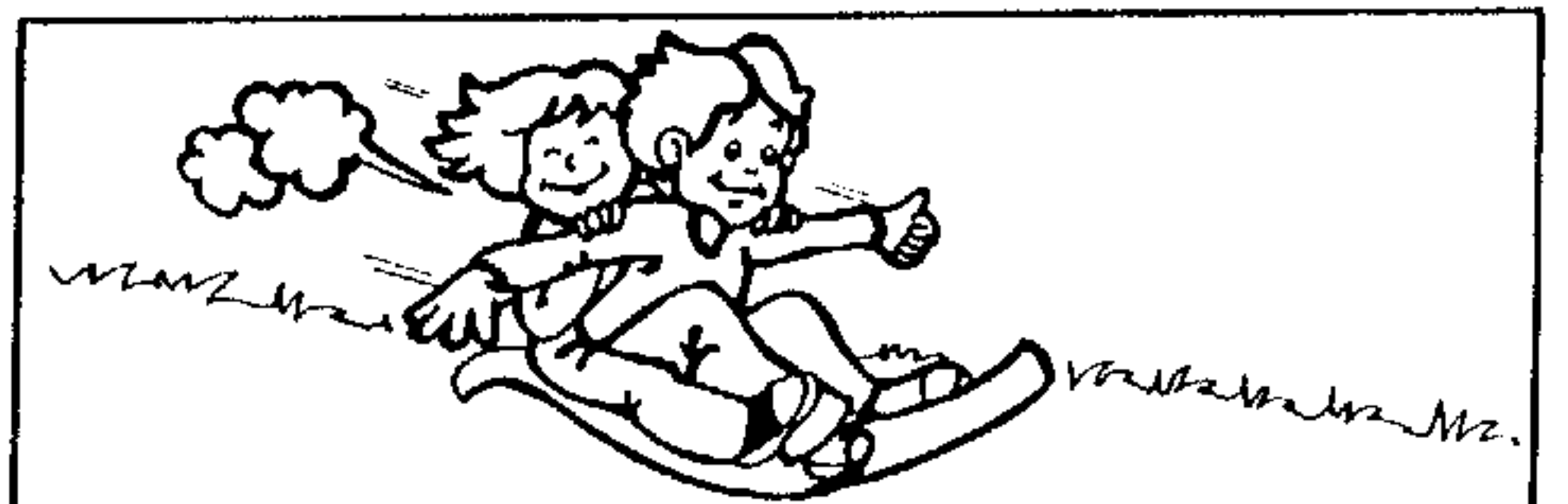
- They will copy on their C/Work copies and then do it in H/work copies

Level: 1 Term: 1 Week: 3 Day: 4	Worksheet	Writing date

Scrambled Sentences

Read the words. Write the words in a sentence that makes sense.

can run I fast
I can run fast.

1. jump will I

2. sees the dog He

3. castle a Jane made

4. are We fast going

Level: 1 Term: 1 Week: 3 Day: 5	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- to understand the role of a full stop in a sentence.
- To write sensible sentences.

2. Function: Using the full stop and capital letter at proper places in a sentences

3. Activity: Exercises

4. Material: Worksheets **(Full Stop)**

---

5. Procedure:

a. Presentation

- Explain the role of fullstop in a sentences
- Explain the use of capital letter at the beginning of sentences and proper noun.
- Write two or three sentences at the board.

b. Worksheet

Task 1

Task 2

Peer checking and feed back

c. If time allows, write another paragraph of simple sentences on the board and ask them to do in their C/Work copies.

6. Follow Up: Repeat task __ C or B

Level: 1 Term: 1 Week: 3 Day: 5	Worksheet	Writing

Full Stops

You will need a capital letter at the beginning and a fullstop at the end of a sentence.

Task 1 i like ice cream very much

____

my sister likes coke and chips

____

this is my dog

____

his name is puppy

____

Task 2 This passage does not have sense, because there is no full stop at the end of sentences. Rewrite the passage adding Full Stops and Capital Letters.

i have a cat her name is mano she likes
to eat cake she sleep on a sofa my sister,
uzma likes her very much mano plays
with her

____

____

____

____

Lesson Plan
(English)

Level: 1

Term: 1

Week: 4

Communication	Reading	Writing	Assessment
• a. Nursery Rhyme **(Jack & Jill)** b. Fun Activity **(How Many thirteen's)** • Short Responses **(Preposition)**	• Extensive Reading	• Making Words by using Vowel	✔

Level: 1 Term: 1 Week: 4 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- Enjoy the rhythm of the nursery rhyme
- Pronounce the rhyming words and lines of the song

2. Function: Singing a traditional rhyme

3. Activity: Singing a Rhyme

4. Material: a. Poem Page (**Jack and Jill**), cassette and cassette Player
b. Worksheet (**How Many Thirteens?**)

---

5. Procedure

Task A .... Nursery Rhyme

a. Preparation
Tell them that they are going to listen and sing a poem song from the cassette.

b. Introduction
- Write name of the poem song on the board.
- Discuss the topic and check the vocabulary comprehension if it is needed.

c. Listening
Play the cassette and they will listen only

d. Singing
- Distribute the poem page. Ask them to move fingers on the lines while singing the poem.
-They will sing along with the cassette. You should also join them and sing in full tone and rhythm.(More then once)

e. Group Singing
Divide the class into two sections (Play the cassette again) One section recites the rhyming lines and the other listens. Then the second group sings and the first one listens.

f. Stop playing the cassette and ask your students to sing themselves without listening to the cassette.

Task B Fun Activity .... (How Many Thirteens)

Level: 1 Term: 1 Week: 4 Day: 1	Worksheet	Communication Nursery Rhyme

Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Up Jack got and home did trot
As fast as he could caper.
Went to bed to mend his head
With vinegar and brown paper.

Level: 1 Term: 1 Week: 4 Day: 1	Worksheet	Fun Activity (How Many Thirteen?)

13	17	50	80	50	80	14	90	70	13
30	90	17	16	90	17	90	17	30	50
14	14	90	70	13	80	50	19	50	40
40	17	50	17	15	70	13	17	16	13
15	50	16	60	17	70	18	80	19	90

Task 1: How many thirteen's are there in a box?

____

Task 2: How many thirties are there?

____

Level: 1 Term: 1 Week: 4 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - ask and answer, using short form
   - use preposition of location (**on, in, under**)
2. **Function:** Talking about location and using short responses
3. **Activity:** Ask and Answer
4. **Material:** Picture Page (**Prepositions**)

5. Procedure

a. Presentation

- Distribute the picture page. Highlight the preposition **in, on, under** on the board
- Write example sentences and say properly. Ask question about the picture

e.g. **Where is the boy?**
Where is the dog?
Where is the cat?

b. Practice

Ask again using the wrong location to give practice for short responses. Don't accept responses in the complete sentences. Encourage them to answer in short form using contraction.

e.g. T. **Look at the dog. Is it sitting on the table?**
St. **No it isn't.**

T. **Is it under the table?**
St **No is isn't.**
T **Then where is it?**

c. Further Practice

Take four or five objects and put them at different location. Ask question as you have asked about the picture .

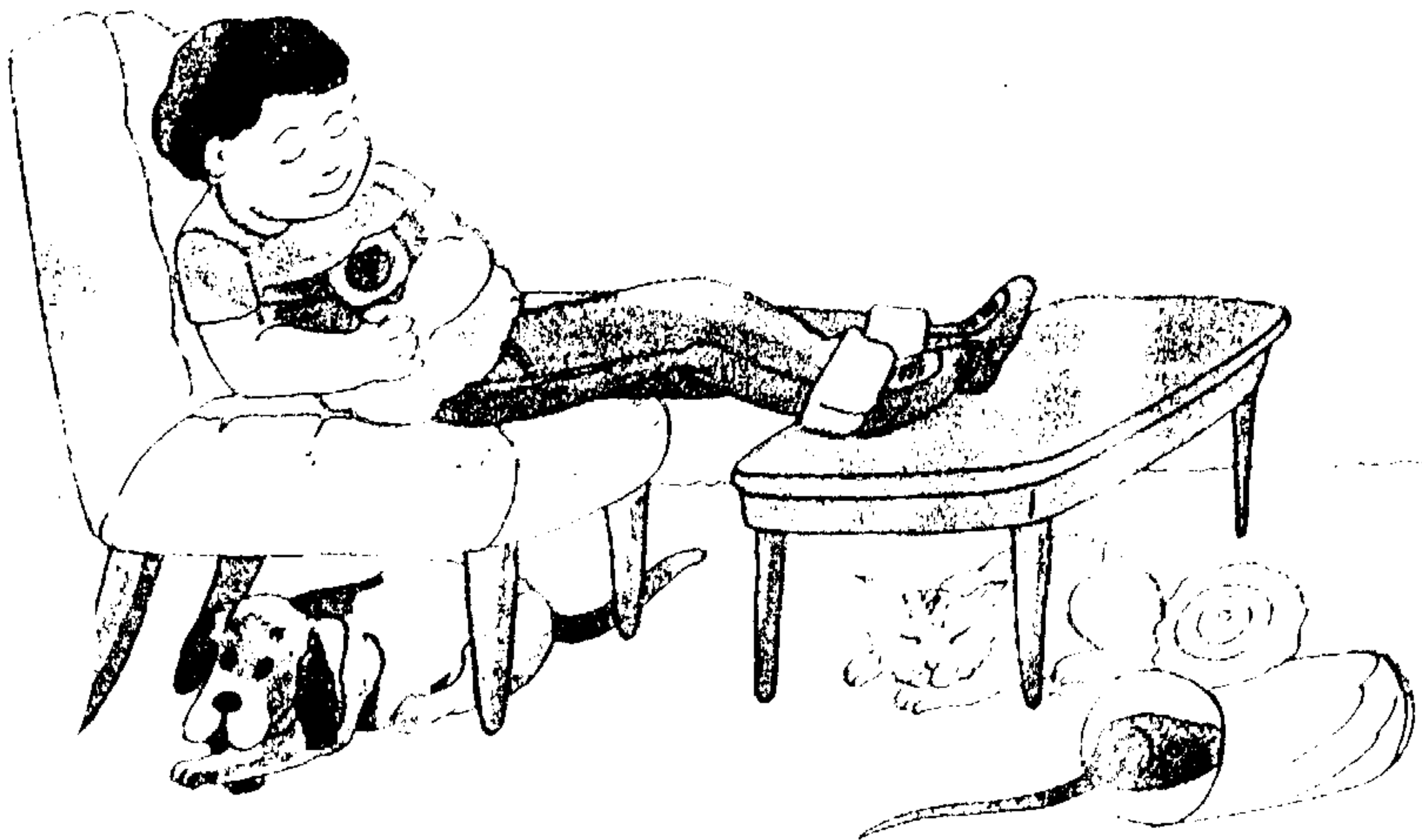
d. Role Play

- Call two students and tell them to ask and answer as you were doing before.
- Continue with the same objects or you can change if you like.
- You should encourage your learners to make questions for their own things.

6. Follow Up: Ask them to write sentences about the picture, taking four as positive and four as negative sentences e.g.
The dog is under the chair
The cat is not on the table

✱ Free Writing ------------------- 5 Mins

Level: 1 Term: 1 Week: 4 Day: 2	Communication Worksheet

Prepositions

Level: 1 Term: 1 Week: 4 Day: 3	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read with fluency and speed
   - read for pleasure
2. **Skills:** Extensive Reading
3. **Topic:** None
4. **Material:** Selected story books.

---

5. **Procedure**

Extensive reading means reading for pleasure. The main purpose of **Extensive Reading** is to train the readers to read fluently in **English** for their enjoyment.

1. **Selection of storybooks.**
   - Select storybooks or poems or any information text.
   - Keep the level and interest of the learners in consideration.
   - You can select yourself or you can ask the learners what they would like to read. Material should be collected before the class begins.
2. **Motivation.**
   - Make them aware that they cannot learn a foreign language without reading some more material from the textbooks. Create a confidence that they can understand the stories without knowing the meaning of difficult words.
   - Explain that they are reading for pleasure and not for class work or examination.
3. **Procedure. (While reading)**
   - Make groups (Taking three members in each group) or pairs.
   - Distribute one copy of book/material to each group.
   - Allow them to read aloud – one reads in a group and the other two listen and keep on changing the turn of reader or they can read individually.
   - They can also do individual reading.
   - Train them to guess the meanings of words and sentences themselves and don't encourage them in asking the meanings of words.
   - Encourage them to use dictionary quickly but not very often – only once or twice.
   - Teach them to focus on main ideas and overlook other details of the text.
   - Help them to read in phrases and sentences instead of reading each word separately.
   - Keep on walking and moving around to have a watch and provide support to the learners.
   - Tell them that they will finish their reading 10 minutes before the period ends.
   - Every group will give feed back in the last 10 minutes.
4. **Feed Back.** Take feed back orally on main points. Don't go into detail.

Free Writing -------------- 5 Mins

Level: 1 Term: 1 Week: 4 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - practise the use of vowels
   - reinforce the use of vowels
2. **Function:** generation of the words by using vowels
3. **Activity:** word making
4. **Material:** worksheet – 2 pages (**big , bang, bong)**

---

5. Procedure:

a. Pre Writing

- Ask about vowels and consonants
- Write vowels on the board and also see some letters of consonants.

b. Worksheet (Page-1)

Task 1. You say the words, class repeats. Asks them to underline the vowels.

Task 2 Ask them to put one vowel in each word and make sensible words.

Task 3 Pair work

Ask them to think of some words, which rhyme with the upper line and complete the poem.

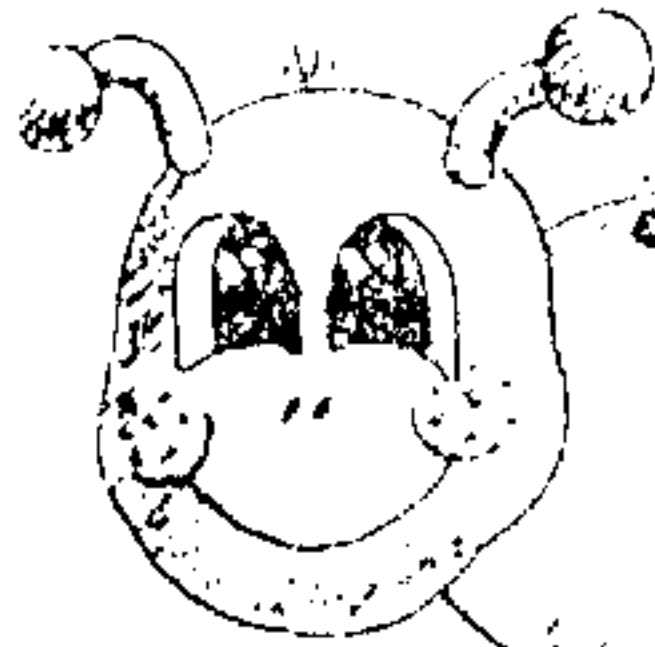
Peer checking and feed back

c. Worksheet Page 2. (Pair Work)
Discuss orally the words of each **dial** first, then ask them to write as many words as they can.

Peer checking and feed back

6. Follow Up: Ask them to copy the poem and learn it by heart

Level: 1 Term: 1 Week: 4 Day: 4	Worksheet No. 1	Writing date

Bing bang bong!

1 Say these words: pat pet pit pot put

ham hen hid hop hug

Underline all the vowels. (One has been done for you.)

2 Put vowels in these words: b___g, b___g, b___g, b___g, b___g,

3 Think of some words to go into this rhyme:

Bing bang bong

Going for a .

Flip flap flop

Now you can .

Tim tam tum

Beat a big .

Ho hi he

.

__________ __________ .

NO. 2

a vowel

,ee how many three-letter words you can make, using each dial.
'One has been done for you.)

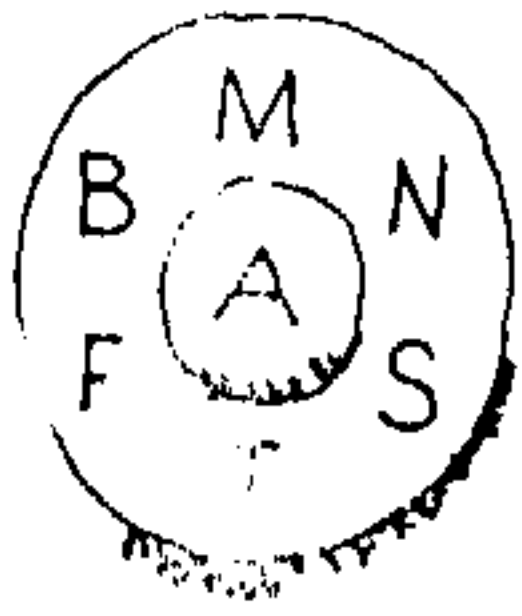
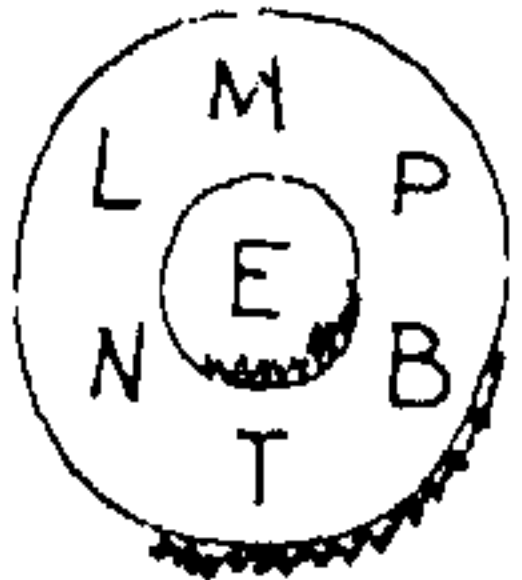
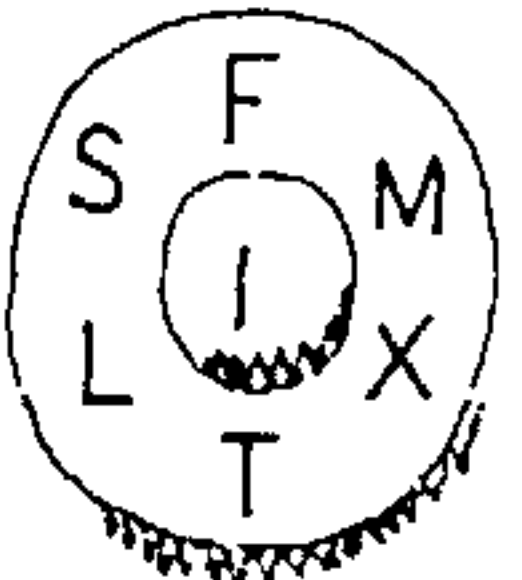
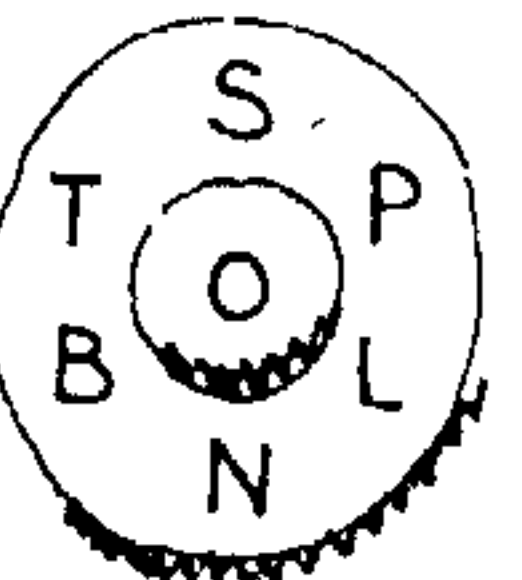
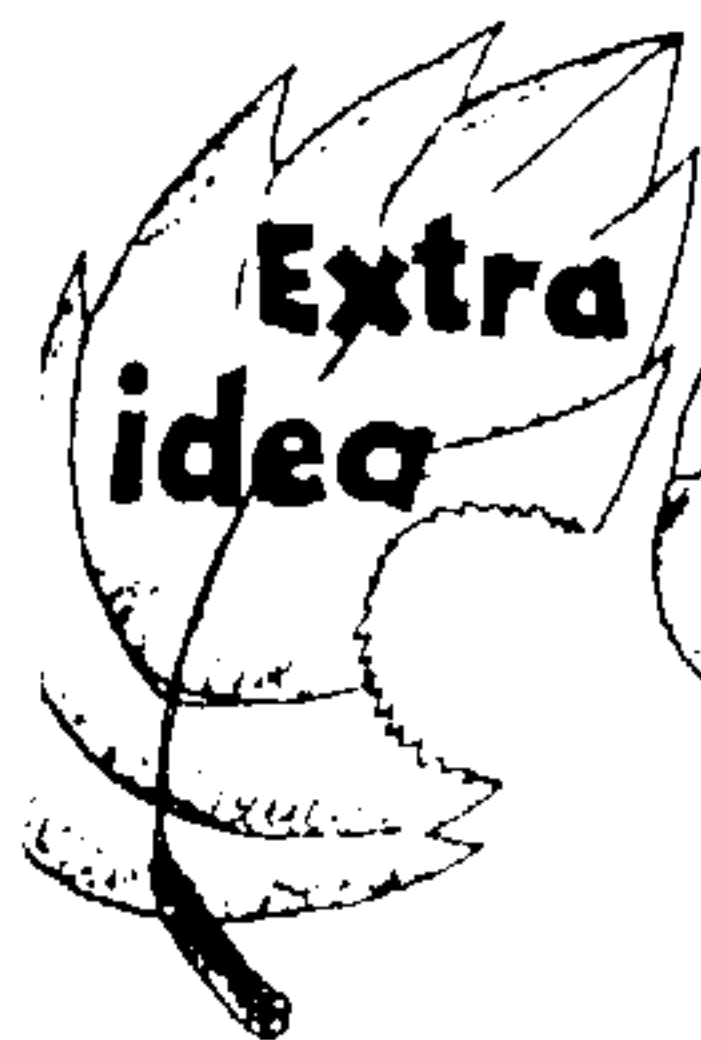
M B N A F S T — bat

M L P E N B T — met

F S M I L X T — mix

S T P O B L N — lot

F N G U H T — fun

Extra idea

Say the alphabet aloud very slowly.
Notice that, with the vowels, you keep your mouth open all the time.

Level: 1 Term: 1 Week: 4 Day: 6	Assessment

Task 1: **Read words and rewrite them in a sentence.** (2)

- can ball with I play.

____

- are We for going a walk.

____

Task 2: **Write three-letter words, putting vowels in the middle.** (2)

b____t, f____n, m____x, p____t.

Task 3: **There is no full stop at the end of sentences. Rewrite the passage, adding full stop and capital letter.** (3)

rani has a doll she plays with her doll
every day she keeps her doll in a doll
house her doll is very pretty

Task 4. **Read the sentences and put a tick on sentences on sensible sentences.** (3)

- The turtle drive a car.
  The turtle swims in the pond.

- The bear hides in a tree.
  The bear climbs on a tree.

- The dinosaurs rides on a horse.
  The dinosaurs stands in a pond.

Lesson Plan
(English)

Level: 1

Term: 1

Week: 5

Communication	Reading	Writing	Assessment
• a. Nursery Rhyme **(Wee, Willie, Winkie)** b. Fun Activity **(Alphabetical Order)** • Listen and Draw **(Meet the Monster Family)**	• Text **'Going Home'**	• Proper Nouns • Pronouns	×

Level: 1 Term: 1 Week: 5 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - Enjoy the rhythm of the nursery rhyme
   - Pronounce the rhyming words and lines of the song
2. **Function:** Singing a traditional rhyme
3. **Activity:** Singing a Rhyme
4. **Material:** a. Poem Page (**Wee , Willie , Winkie**), cassette and cassette Player **b.** Cross word Puzzle (**Alphabetical Order**)

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5. Procedure
Task A .... Nursery Rhyme

a. Preparation
Tell them that they are going to listen and sing a poem song from the cassette.

b. Introduction
- Write name of the poem song on the board.
- Discuss the topic and check the vocabulary comprehension if it is needed.

c. Listening
Play the cassette and they will listen only

d. Singing
- Distribute the poem page. Ask them to move fingers on the lines while singing the poem.
- They will sing along with the cassette. You should also join them and sing in full tone and rhythm.(More then once)

e. Group Singing
Divide the class into two sections (Play the cassette again) One section recites the rhyming lines and the other listens. Then the second group sings and the first one listens.

f. Stop playing the cassette and ask your students to sing themselves without listening to the cassette.

Task B Fun Activity .... (Alphabetical Order)

Level: 1 Term: 1 Week: 5 Day: 2	**Lesson Plan**	**Communication**

Level: 1 Term: 1 Week: 5 Day: 1	Worksheet (Wee , Willie , Winkle)	Communication Nursery Rhyme

Wee Willie Winkie

Wee Willie Winkie
Runs through the town,
Upstairs and downstairs,
In his nightgown.
Rapping at the window,
Crying through the lock,
"Are the children in their beds?
Now it's eight o'clock."

Level: 1 Term: 1 Week: 5 Day: 1	**Worksheet**	**Fun Activity** **(Cross Word Puzzle)** Alphabetical Order

Task 1: **Trace these words.**

Task 2: **Find the above words in the square and encircle them.**

t	f	u	n	l	i	r
w	o	r	m	n	e	t
e	p	c	q	h	i	t
t	q	a	b	m	p	q
b	s	t	c	s	u	n
a	m	a	t	p	q	r
t	x	y	p	e	t	z

Task 3: **Copy the encircled words in alphabetical order.**

______ ______ ______ ______

Level: 1 Term: 1 Week: 5 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - Listen and follow the instructions
2. **Function:** Following Instructions
3. **Activity:** Listen and Draw
4. **Material:** Worksheet **(Meet the Monster Family)**

5. Procedure:

a. Warm up

Prepare the students for drawing and listening. Tell them they will first listen, then follow the instruction for drawing. Colour pencils and work sheets should be ready.

b. Vocabulary

Before starting the listening task ask about the monster. If they don't know then clear the concept by explanation or by showing the picture.

:. Worksheet

- Distribute worksheet and make pairs for working on the worksheet.
- You read the instruction aloud and they will follow and draw on the worksheet.
- Say it in slow speed and keep on repeating.
- Peer checking before the feedback.

d. Display the work of students on the board.

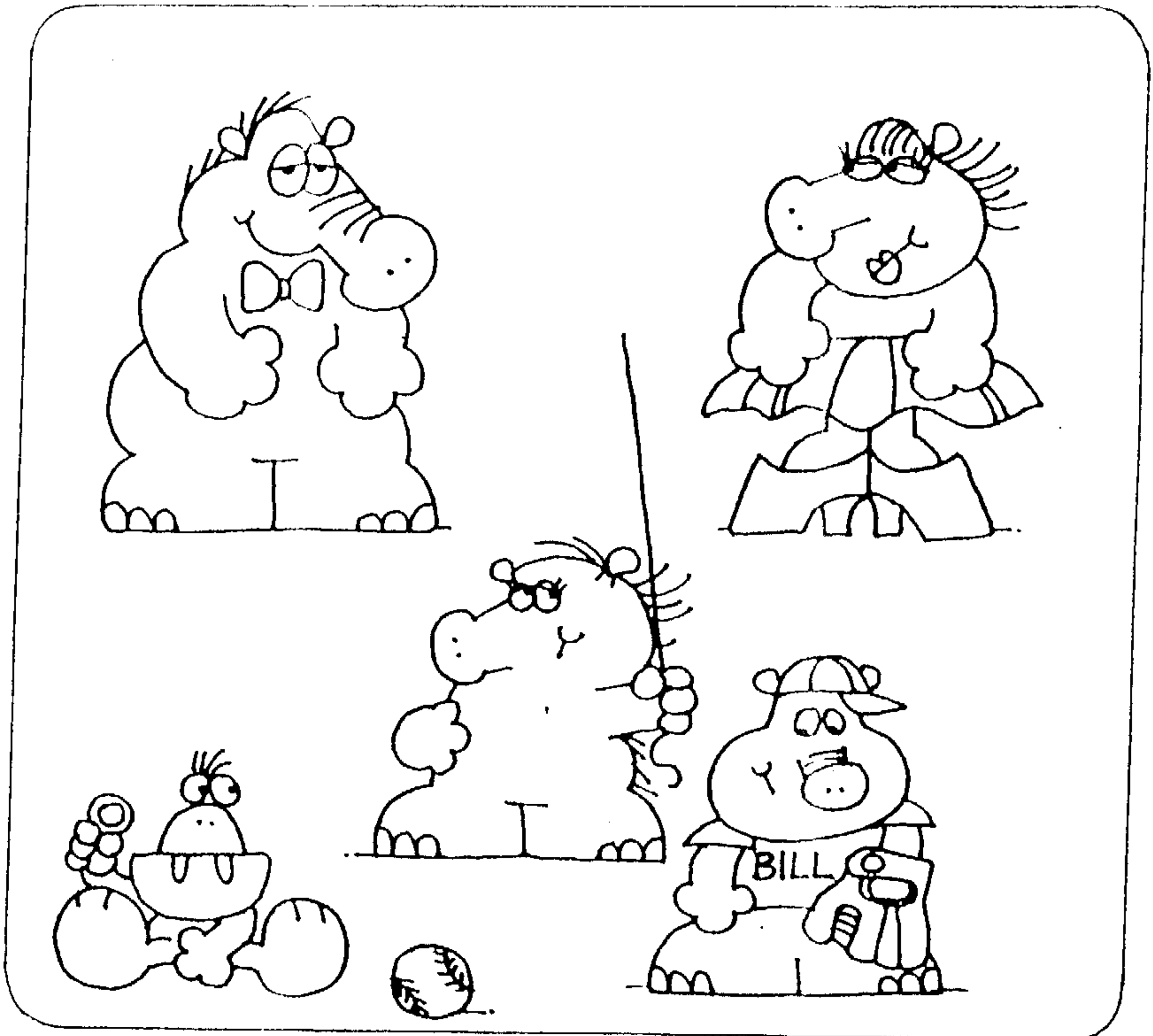
Listening Text

1. ***Draw a funny hat on the little monster.***
2. ***Mother has red shoes. Color them.***
3. ***Father has blue neck tie. Color it.***
4. ***Bill's hat is yellow.***
5. ***Little monster's ball is black.***
6. ***Draw a kite on the end of string which boy monster is holding.***
7. ***Mother's dress is blue.***
8. ***Father's dress is brown.***
9. ***Color the dresses of their children***

Free Writing ------------ 5 Mins

Level: 1
Term: 1
Week: 5
Day: 2

Communication
Worksheet

Meet the Monster Family!

Level: 1 Term: 1 Week: 5 Day: 3	**Lesson plan**	**Reading**

1. Objectives: The learners will be able to:
- read and understand sentence.
- read and understand the sequence of he story.

2. Skills: Reading Aloud, Reading comprehension

3. Topic: Going Home

4. Material: Text page (**Going Home**), Worksheet

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5. Procedure

a. Text Page
- Distribute the text page
- Talk about the picture
- Ask them to guess what the cat is going to do.
- Ask simple questions orally about each picture

b. Reading Aloud
- Model Reading (by the teacher)
- Group Reading
- Paired Reading
- Individual Reading

c. Worksheet

Task 1 Read the text and complete the sentences

Task 2 Read the story and give number to the sentences according to the events of the story.

Peer checking and feedback follows each task

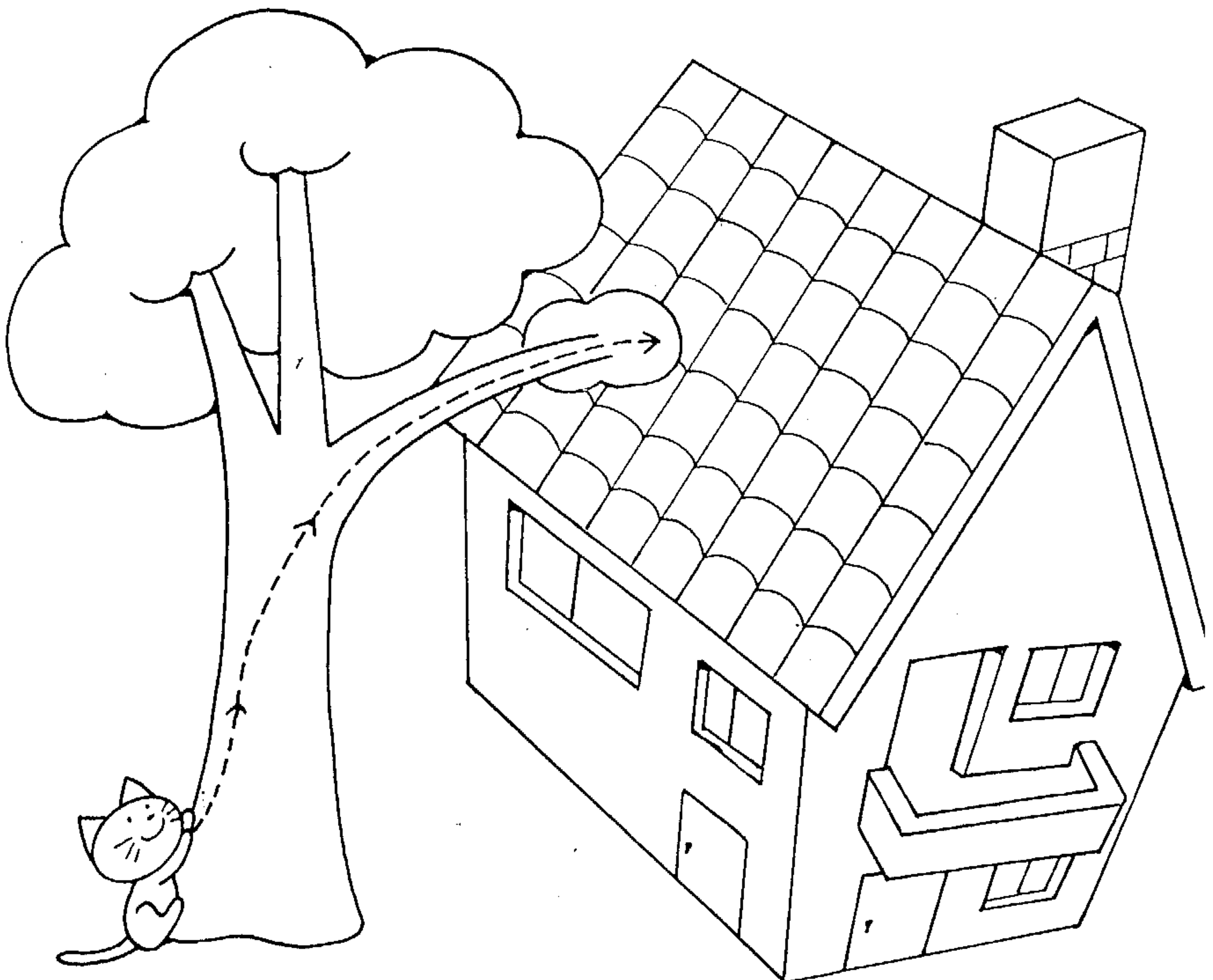
6. Follow Up:

Ask them to draw a picture and write two lines on the cat and the Picture

Level: 1 Term: 1 Week: 5 Day: 3	Text Page

Going Home

Complete the line to show how kitty got home so quickly.

Kitty climbed up the tree.
Then she jumped onto the roof.
She walked across the roof.
She jumped onto the balcony.
She walked into the house.

Level: 1 Term: 1 Week: 5 Day: 3	Worksheet	Reading

Task 1. Read the text and complete the sentences.

- Kitty _________ up the tree.
- Then, she ______________ on the roof.
- She ___________ across the balcony.
- She _______________ onto the balcony.
- She ________________ into the house.

Task 2. Sentences of the story are not written in order. Read the text and put numbers according to the events.

The first one is done for you.

________ She jumped onto the balcony.

____1___She climbed up the tree.

________She walked into the house.

________She walked across the roof.

________She jumped on the roof.

Level: 1 Term: 1 Week: 5 Day: 4	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- understand proper nouns
- use capital letter in proper noun

2. Function: Understanding proper noun

3. Activity: Exercises

4. Material: Worksheet (**Special Noun**)

5. Procedure:

a. Presentation

- Explain that names are nouns but they are special nouns and they start with a capital letter.
- Give examples of a common noun and special nouns.
- Tell them that these **special** nouns are called **proper** nouns.

b. Worksheet

Explain each task one by one.
Ask them to do pair work and peer checking

Task 1

Task 2

6. Follow Up:

Ask them to write the names of their family member and their pets.

Level: 1		
Term: 1	Worksheet	Writing
Week: 5		date
Day: 4		

Special Nouns

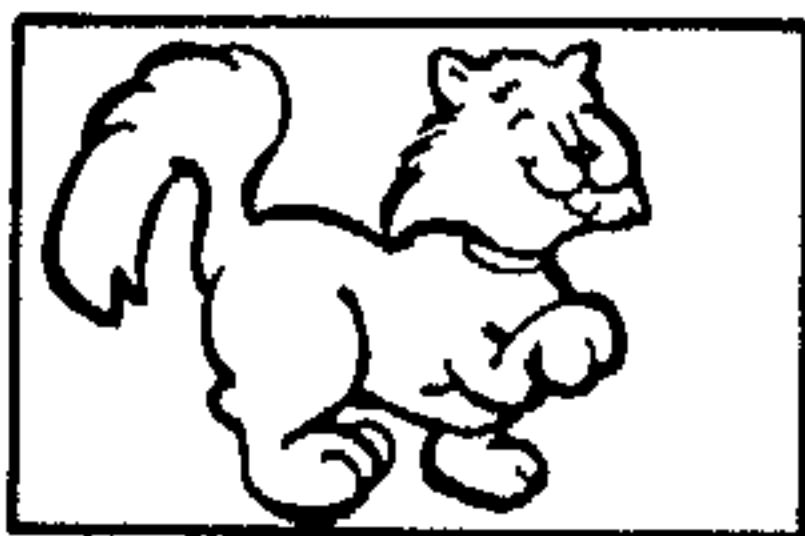
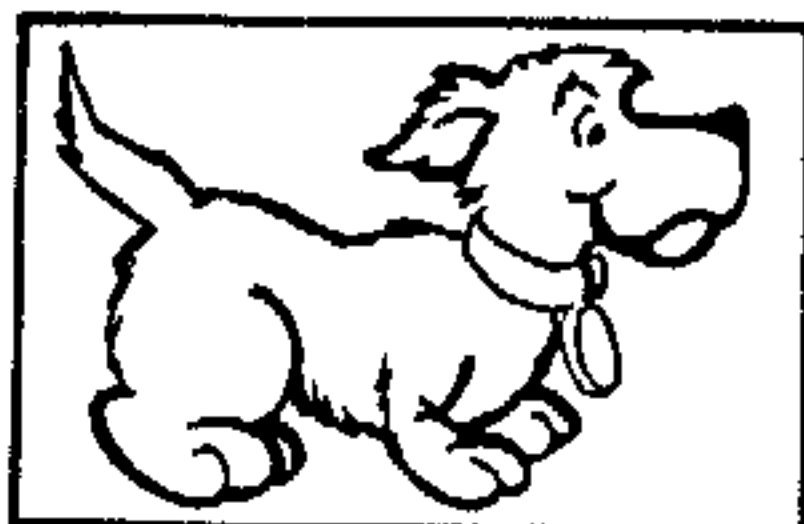
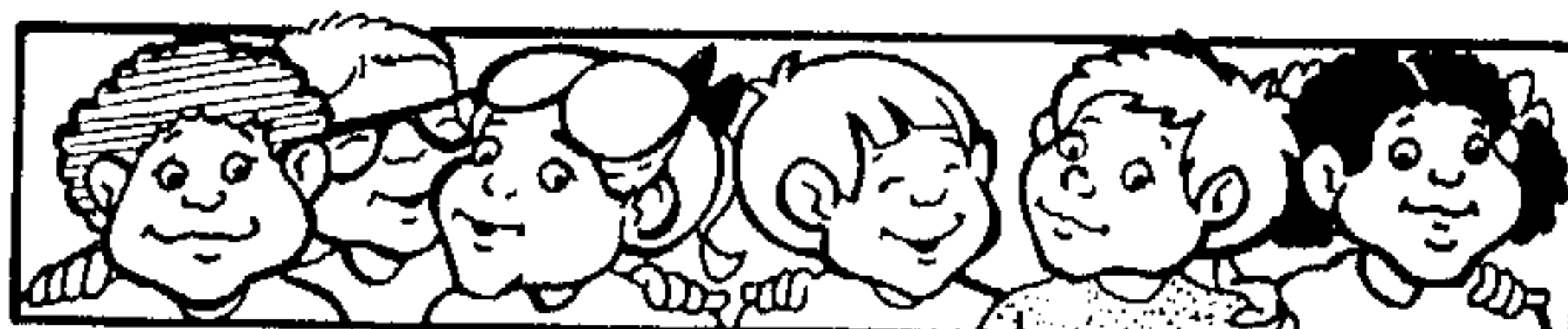
Names are special nouns. All names must start with a capital letter.

Task 1: Read the sentences. Write the name on the line.

My name is ______________________.

My friend's name is ______________________.

The name of my city is ______________________.

Task 2: Think of a name for each pet. Write it on the line.

cat ______________________

dog ______________________

Skill: understanding proper nouns

Level: 1 Term: 1 Week: 5 Day: 5	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- understanding pronouns
- use proper nouns at their proper places

2. Function: Using Pronouns

3. Activity: Exercises

4. Material: Worksheet **(Pronouns)**

5. Procedure:

a. - Write the following on the board.

Pronouns are words which are used in places of nouns.

- Explain with examples.
- If we use nouns repeatedly, the sentence or the text looks funny.
- Write examples on the board.

e.g.

Nasir is my friend.
Nasir plays with us.
Nasir likes Coke.

Nasir is my friend.
He plays with us.
He likes Coke.

b. **Worksheet**

Explain the task properly

Task 1

Task 2

Peer checking and feedback follows each task

6. Follow Up: Repeat task 2

Level: 1 Term: 1 Week: 5 Day: 5	Worksheet (Pronoun)	Writing

Pronouns are words used in place of nouns.

Task 1: Draw a circle around the pronoun that is used in place of the noun.
Put the nouns and their pronouns in their columns.

	Noun	Pronoun
1. Raza wants a boat.	---------------	
He will put the boat in the pond.		--------------
2. See Uzma playing.	----------------	
Can she jump a rope?		--------------
3. Father will come home.	---------------	
He will take the bus.		--------------
4. Raza and Uzma have fun.	--------------	
They play with a ball.		--------------
5. My friend and I can run fast.	--------------	
Can we win a race?		--------------

Task 2: Write pronouns in the gaps.
Use *he for a boy, she for a girl and it for an animal.*

1. Amin is my friend. ____ plays with me.
2. Mrs. Rehana is my teacher. ____ teaches us English.
3. I have a dog. ____ daily goes with me for a walk.
4. Ahmad is our driver. ____ takes us to school daily.
5. This is my cat. ____ likes to play with me.

Lesson Plan
(English)

Level: 1

Term: 1

Week: 6

Communication	Reading	Writing	Assessmen
• a. Nursery Rhyme **(Thirty days)** b. Fun Activity **(Making Words)** • Guessing Game **(Short Answers**	• Text **'What did they need?'**	• Possessive – **(Apostrophe –s)**	✔

Level: 1 Term: 1 Week: 6 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - Enjoy the rhythm of the nursery rhyme
   - Pronounce the rhyming words and lines of the song
2. **Function:** Singing a traditional rhyme
3. **Activity:** Singing a Rhyme
4. **Material:** a. Poem Page (**Thirty Days**), cassette and cassette Player
   b. Worksheet (**Making Words**)

---

5. Procedure

Task A .... Nursery Rhyme

a. Preparation
Tell them that they are going to listen and sing a poem song from the cassette

b. Introduction
- Write name of the poem song on the board.
- Discuss the topic and check the vocabulary comprehension if it is needed.

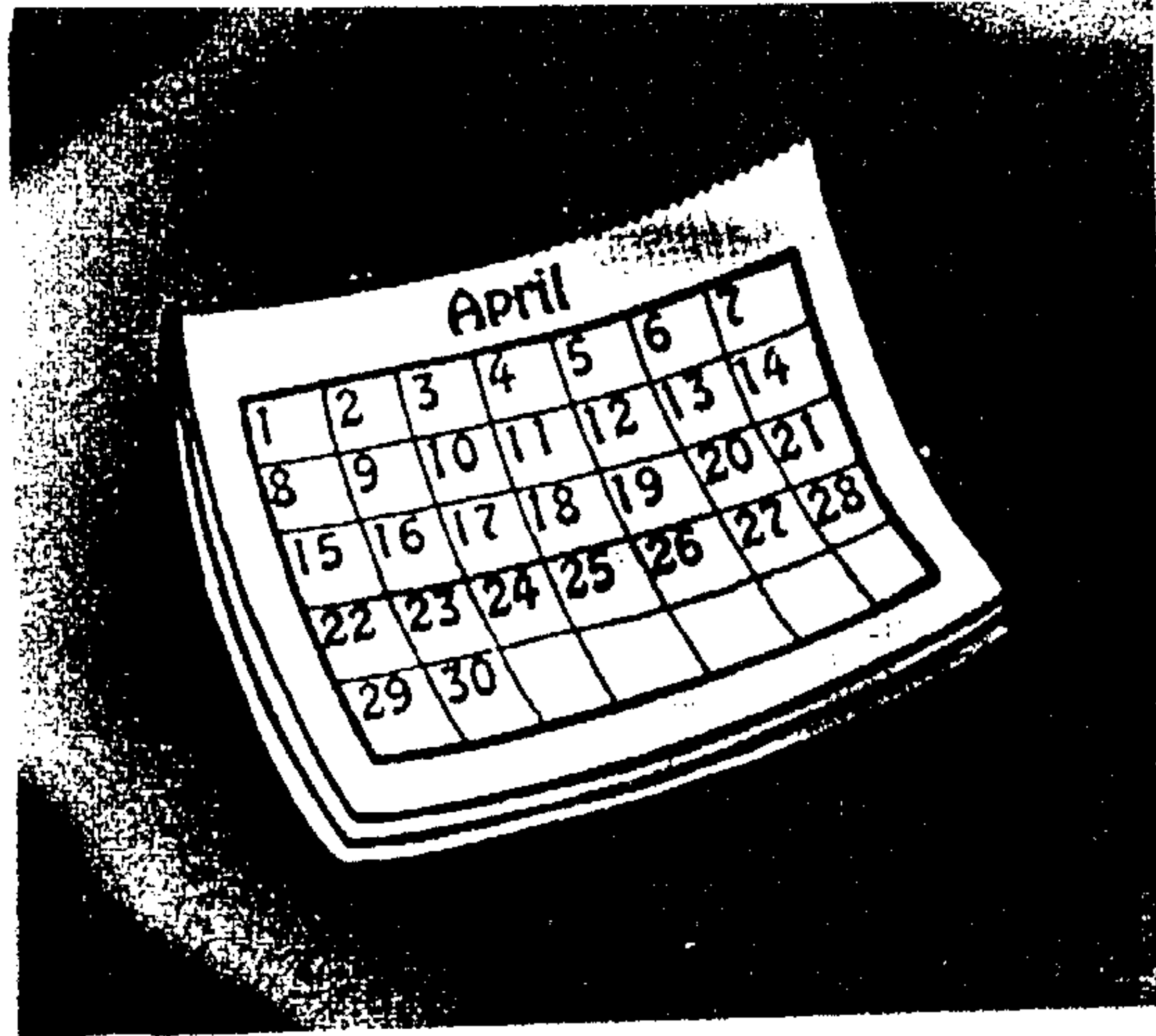
c. Listening
Play the cassette and they will listen only

d. Singing
- Distribute the poem page. Ask them to move fingers on the lines while singing the poem.
- They will sing along with the cassette. You should also join them and sing in full tone and rhythm.(More then once)

e. Group Singing
Divide the class into two sections (Play the cassette again) One section recites the rhyming lines and the other listens. Then the second group sings and the first one listens.

f. Stop playing the cassette and ask your students to sing themselves without listening to the cassette.

Task B: **Fun Activity .... (Making Words)**

Level: 1 Term: 1 Week: 6 Day: 1	**Worksheet** (Thirty Days)	**Communication** Nursery Rhyme

Thirty Days

Thirty days hath September,
April, June, and November.
All the rest have thirty-one,
Excepting February alone,
And that has twenty-eight days clear.
And twenty-nine in each leap year.

Level: 1 Term: 1 Week: 6 Day: 1	**Worksheet**	Fun Activity (Making Words)

Let's Play.

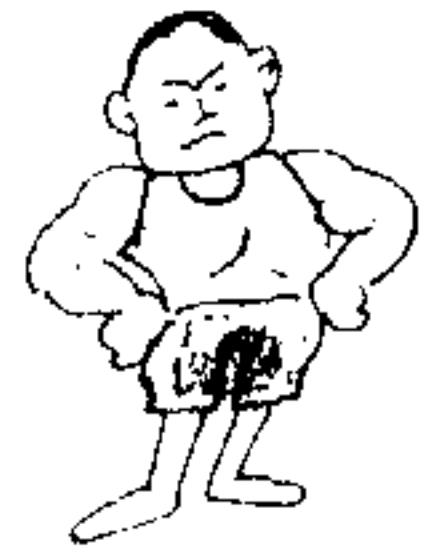
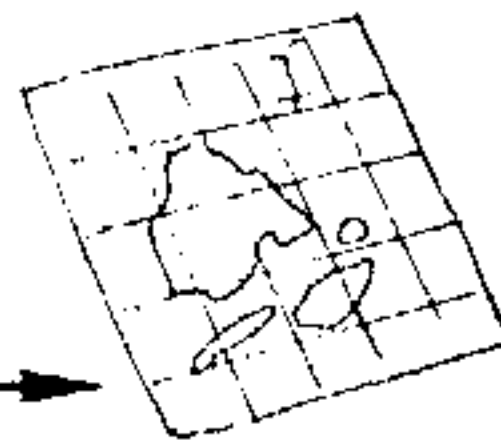
Can you change one word into another, one letter at a time?

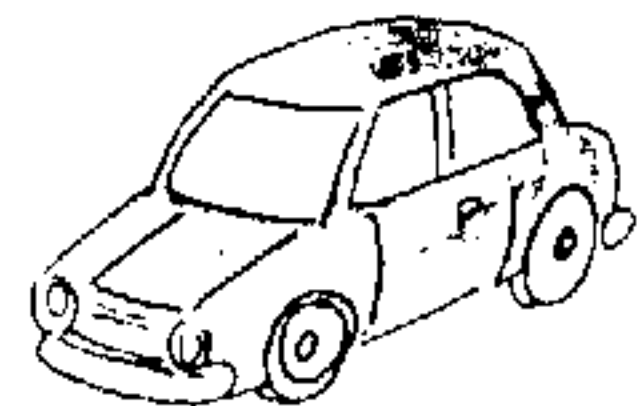
Example:

car ⟶ **cat** ⟶ **sat** ⟶ **sit**

Task 1.

Now try:

1 CUP into MAN

Task 2

2 HIT into CAR

Level: 1 Term: 1 Week: 6 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- ask and answer
- use short responses

2. Function: Using short responses

3. Activity: Guessing Game

4. Material: C/Board

5. Procedure

a. Preparation

Prepare your class that they are going to play a guessing game with the teacher.

b. Presentation

Write the word "Fruit" on the board. Take a slip of paper and write the name of any fruit on it and hide it on your hand. Ask them to guess by asking questions. Write the questions on the board.

Questions
- **Is it round in shape?**
- **Is it small/big?**
- **Is it sweet and sour?**
- **Is it sweet?**
- **Is it juicy?**
- **Is it soft?**

c. Short Responses

When students ask the above questions, you should say Yes or No, using the following responses. When they, guess the name, then show the slip to them.

e.g. **No, it isn't.**
Yes it is.
No. / Yes.

d. Game
- You can switch on the role. Call one student from the class and ask him / her to write the name of any fruit on a slip of paper. And also hide it in his /her hand. Now the class will ask questions to guess the fruit and the person will answer using short responses
- If the class succeeds in guessing the name of the fruit, then the class will write and hide the name and the target students will ask questions. It continues until the class is not able to guess the name.

e. Further Practice
- for further practice, take some more topics, such as:
- Take one topic at a time and write it on the board. If they are unable to form question on the topic, write some questions according to the topic on the board.

Drinks **Toys** **Places**

✱ Free Writing ----------- 5 Mins.

Level: 1 Term: 1 Week: 6 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- Read and understand
- Skim and scan
- Develop new vocabulary words

2. Skills: Reading comprehension and Reading Aloud

3. Topic: **'What did they need?'**

4. Material: Worksheet, Text Page (**What did they need?**)

---

5. Procedure:

a. Warm up

Tell your learners that they are going to read through the pictures.

b. Vocabulary

- Write these words on the board. Give them a drill for pronunciation. Explain the first three words by showing picture. **Candy, Soccer, Bake, Need**
- Write the word **need** on the board. Say the following examples and ask.

• I'm writing on the board. So what do I need.	Pen or Chalk?
• You are going to read. So what do you need.	Book or Ball?
• You are hungry. So what do you need.	Books or Food?

- Now you can explain the meaning in more simple words.
- If they don't know the meaning of 'Bake', explain by giving some examples.

c. Scan reading

- Distribute the work sheets. Ask about the pictures.
  a. How many pictures are there on the page?
  b. What do you see in the 1st block, 2nd, 3rd and 4th block?
  c. Write the name of things in each block.

Peer checking and Feed back

d. Reading Aloud

You read the sentences and they listen. Read the sentence again and they follow you in a drill

e. Reading Comprehension

Ask questions about the pictures, given in each block. Ask them to read themselves and draw a circle around the best answer. Encourage them to discus with their partners while doing task. Give them enough time to handle the text.

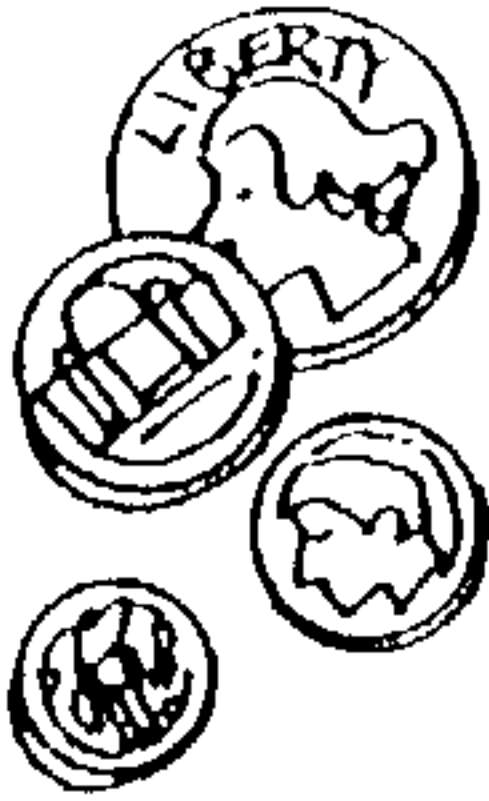
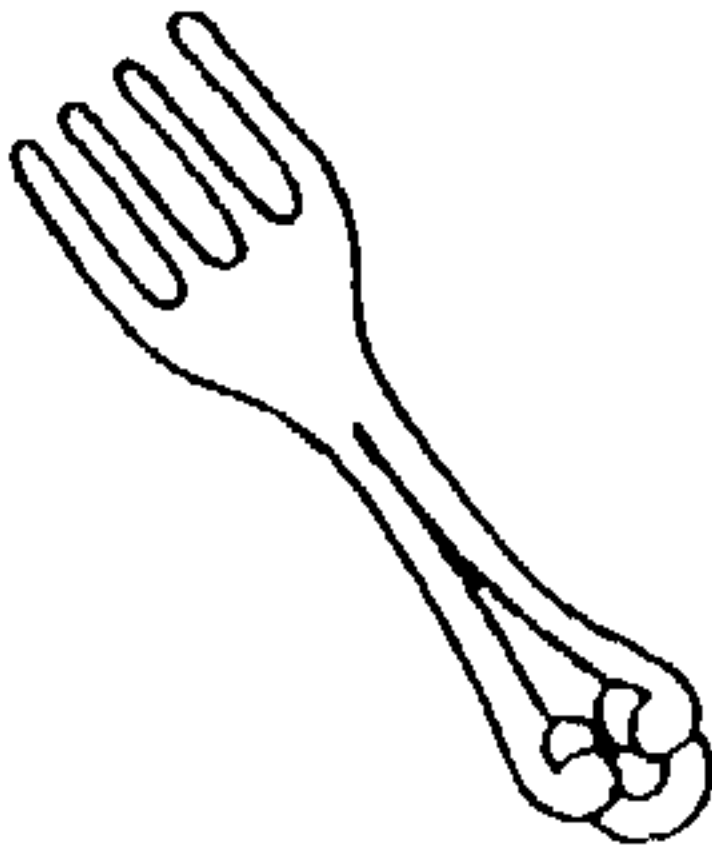
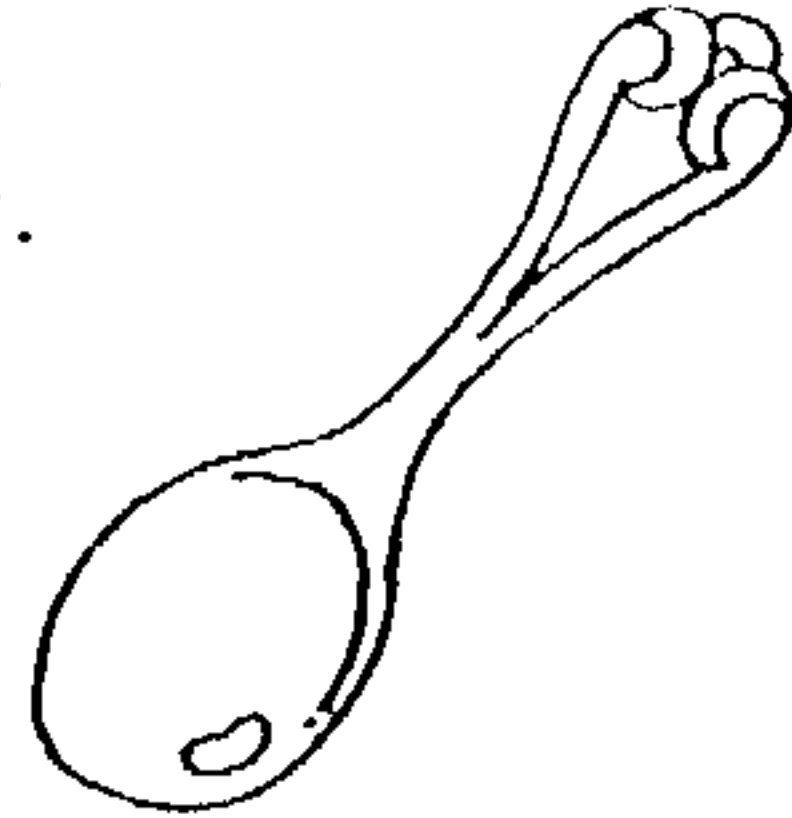
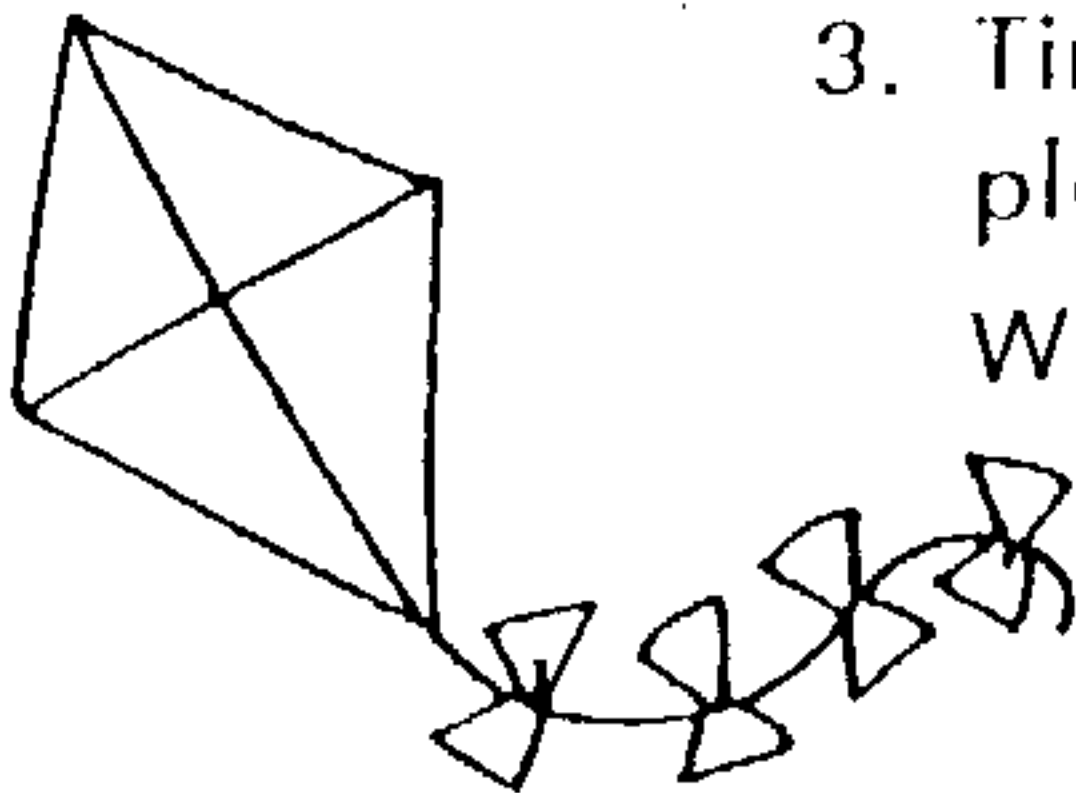
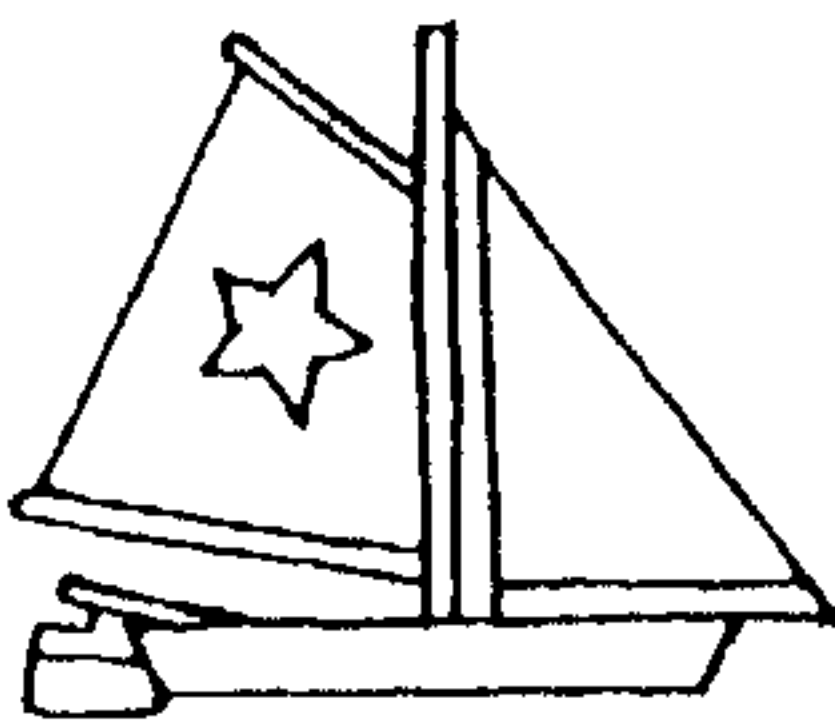
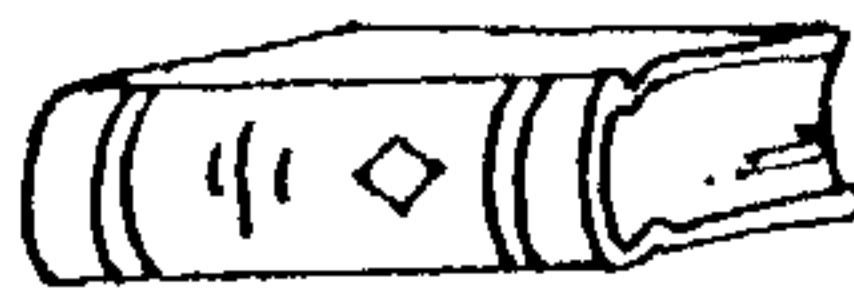
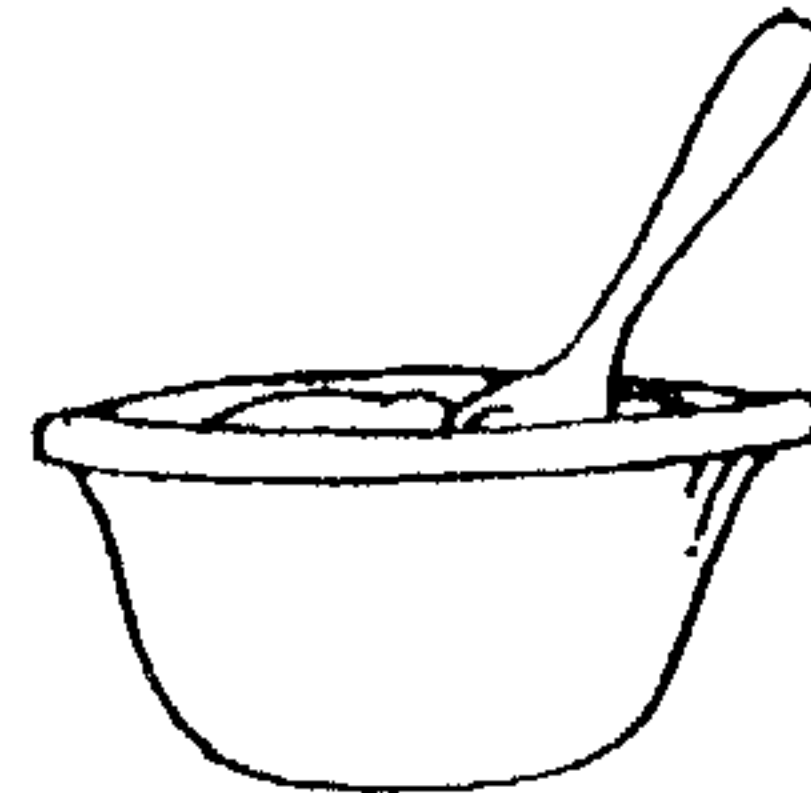
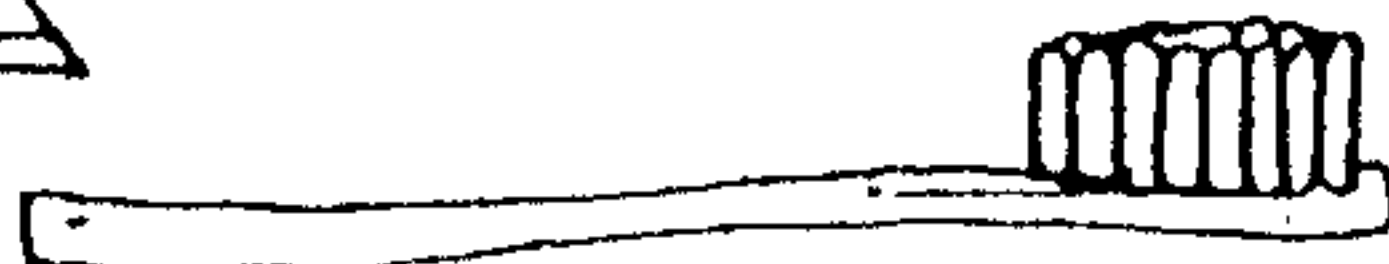
e. Worksheet

Task 1 Right or Wrong
Task 2 Fill in the gaps

6. Follow up: Write the names of some pictures in your H/Work copies

Level: 1 Term: 1 Week: 6 Day: 3	Text Page

What Did They Need?

Draw a circle around the best answer.

1. Bill and Ann went to the store to buy some candy. What did they need?

2. Jill was making a picture in her room. What did she need?

3. Tim went to the park to play soccer. What did he need?

4. Pat was helping her mother bake cookies. What did she need?

Skill: making inferences

Level: 1 Term: 1 Week: 6 Day: 3	Worksheet	Reading

Task 1 Read the sentences on the text page.
Mark ✓ for right and ✗ for wrong sentences.

1. Bill and Ann went to store to buy a comb. _____
2. Bill was eating in her room. _____
3. Tim went to park to play Soccer _____
4. Pat was baking cookies _____

Task 2. Read the sentences again.
Write suitable words for the gaps.

- Bills and Ann needed ________ to buy some candy
- Jill needed __________ to make a pictures
- Tim needed ____ to play soccer
- Pat needed bowl and spoon to help her mother in _________

Level: 1 Term: 1 Week: 6 Day: 4	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- understand the role of possessive and Apostrophe's
- use of apostrophes – s in place of – of

2. Function: Talking about possesessions

3. Activity: Matching and writing

4. Material: worksheet **(Whose things an they?)** are

---

5. Procedure:

a. Pre-Writing

- Collect some articles like book, pen, cap from yours students, put them on the table and say the following

  e.g. **This is Ahmad's cap.**

b. Write the sentences on the board and highlight the use of a apostrophe's. Then explain that we can say in both ways.

Cap of Ahmad - Ahmad's cap , book of Nadia - Nadia's book

- Highlight the target sentences and help them to repeat after you.

c. Worksheet

- Talk about pictures of persons and ask the names
- Talk about pictures of things
- Tell them that each things belongs to one person. They have to find out whose things they are match.
- Ask orally about each

  e.g. **Whose umbrella is this?**

d. Writing

Task B – Ask them to write sentences about each person and his/her things.

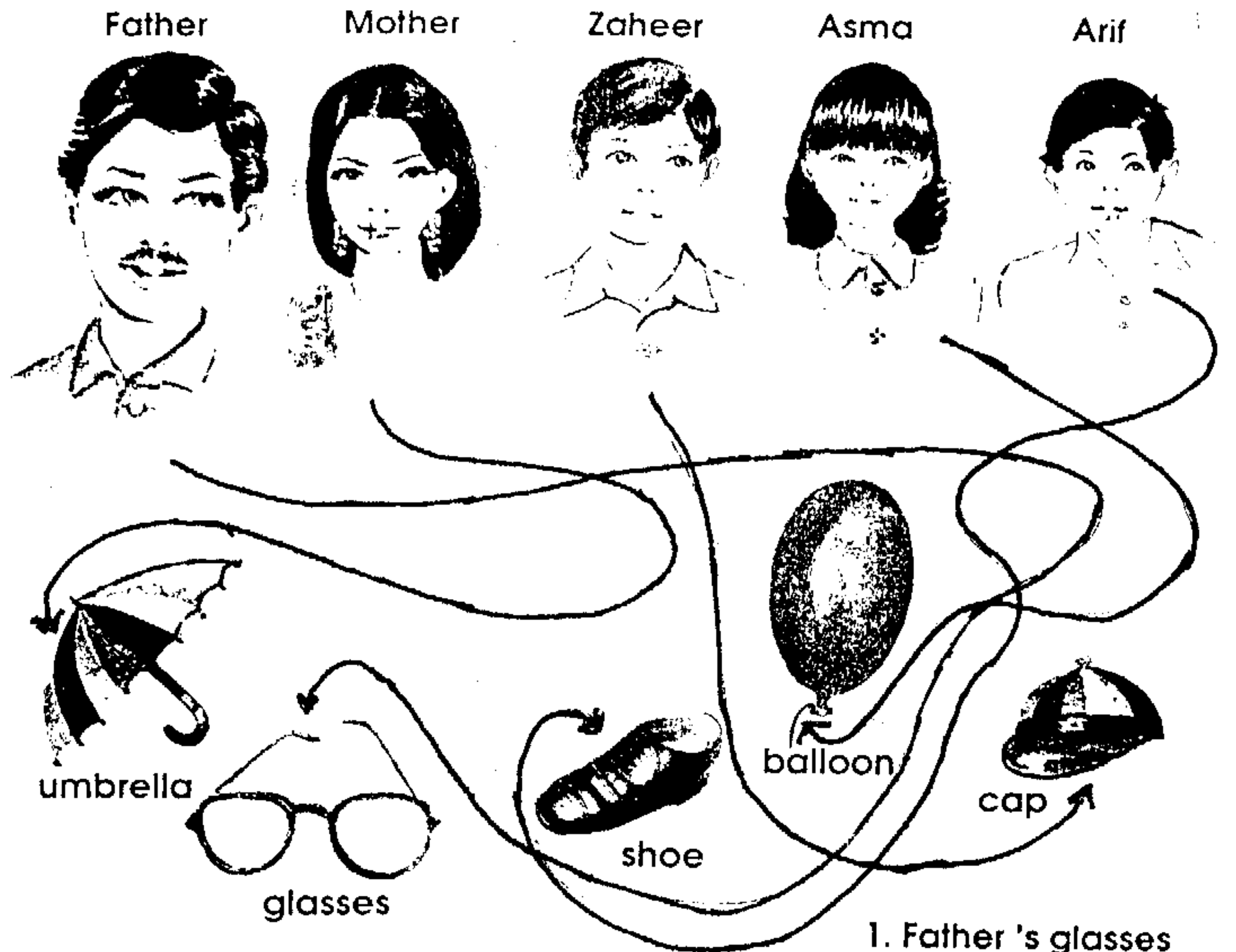
Peer checking and feedback follows each task.

6. Follow Up: Repeat task B

✱ **Free Writing --------- 5 Mins.**

Level: 1 Term: 1 Week: 6 Day: 4	Worksheet	Writing

Whose Things Are These?

Help them find and then write :

1. Father 's glasses
2. Mother's________
3.________
4.________
5.________

Example: These are father's glasses

Task : Write sentences about every one and their things.

This is ______________________.

______________________.

______________________.

______________________.

______________________.

Level: 1 Term: 1 Week: 6 Day: 6	Assessment

Task 1. Put the following words in alphabetical order. (2)

Net , bat, mat, wet, rat

______ ______ ______ ______ ______

Task 2: Change one word into other and take one letter at a time (2)

Cup ⟶ ....⟶...........⟶......... man

Car ⟶ ....⟶........ ⟶ .... sit

Task 3: Whose things are these (3)

Father / shoes These are ____________.

Rani / doll This is _______________.

Teacher / bag This is _______________.

Task 4. Read the sentences and draw a circle around the best answer. (3)

- Rani and Uzair went to the bookshop to buy a pen and pencils.
  What did they need?

  money , toys , bags, Purse.

- Haris was making a picture in his room.
  What did he need?

  spoon, crayons, ball, book.

- Salim went to the playground to play football.
  What did he need?

  kite , book , ball , bat.

Lesson Plan
(English)

Level: 1

Term: 1

Week: 7

Communication	Reading	Writing	Assessment
• a. Nursery Rhyme **(Millie and Mathew)** b. Fun Activity **(Cross Word Puzzle)** • Expressing ability and inability	• Text **'My School'**	• Question & Statement • This is / There are	×

Level: 1 Term: 1 Week: 7 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- Enjoy the rhythm of the nursery rhyme
- Pronounce the rhyming words and lines of the song

2. Function: Singing a traditional rhyme

3. Activity: Singing a Rhyme

4. Material: a. Poem Page (**Millie and Mathew**). cassette and c. player
b. Crossword Puzzle (**Across- Down)**

---

5. Procedure

Task A .... Nursery Rhyme

a. Preparation
Tell them that they are going to listen and sing a poem song from the cassette

b. Introduction
- Write name of the poem song on the board.
- Discuss the topic and check the vocabulary comprehension if it is needed.

c. Listening
Play the cassette and they will listen only

d. Singing
- Distribute the poem page. Ask them to move fingers on the lines while singing the poem.
- They will sing along with the cassette. You should also join them and sing in full tone and rhythm.(More then once)

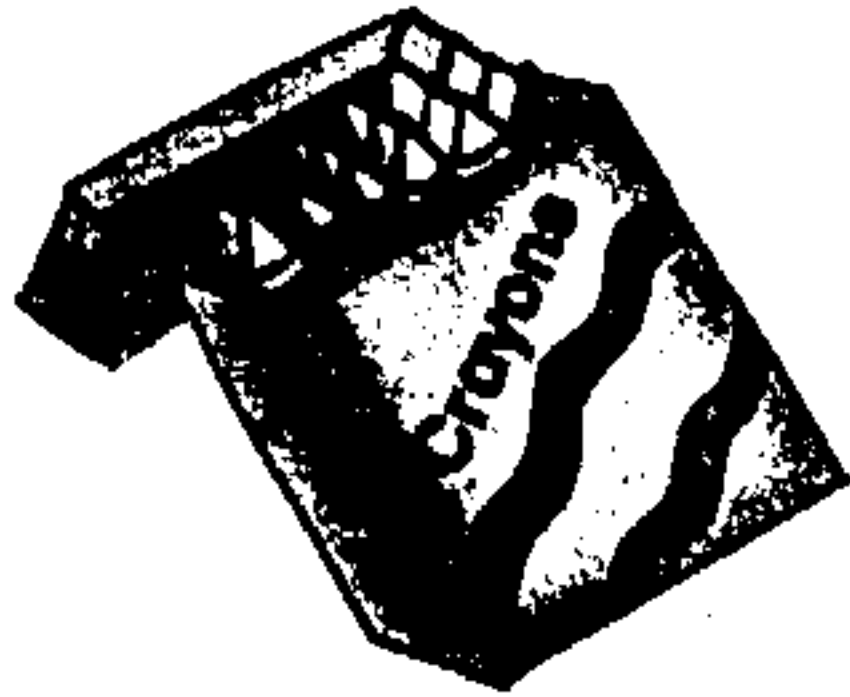
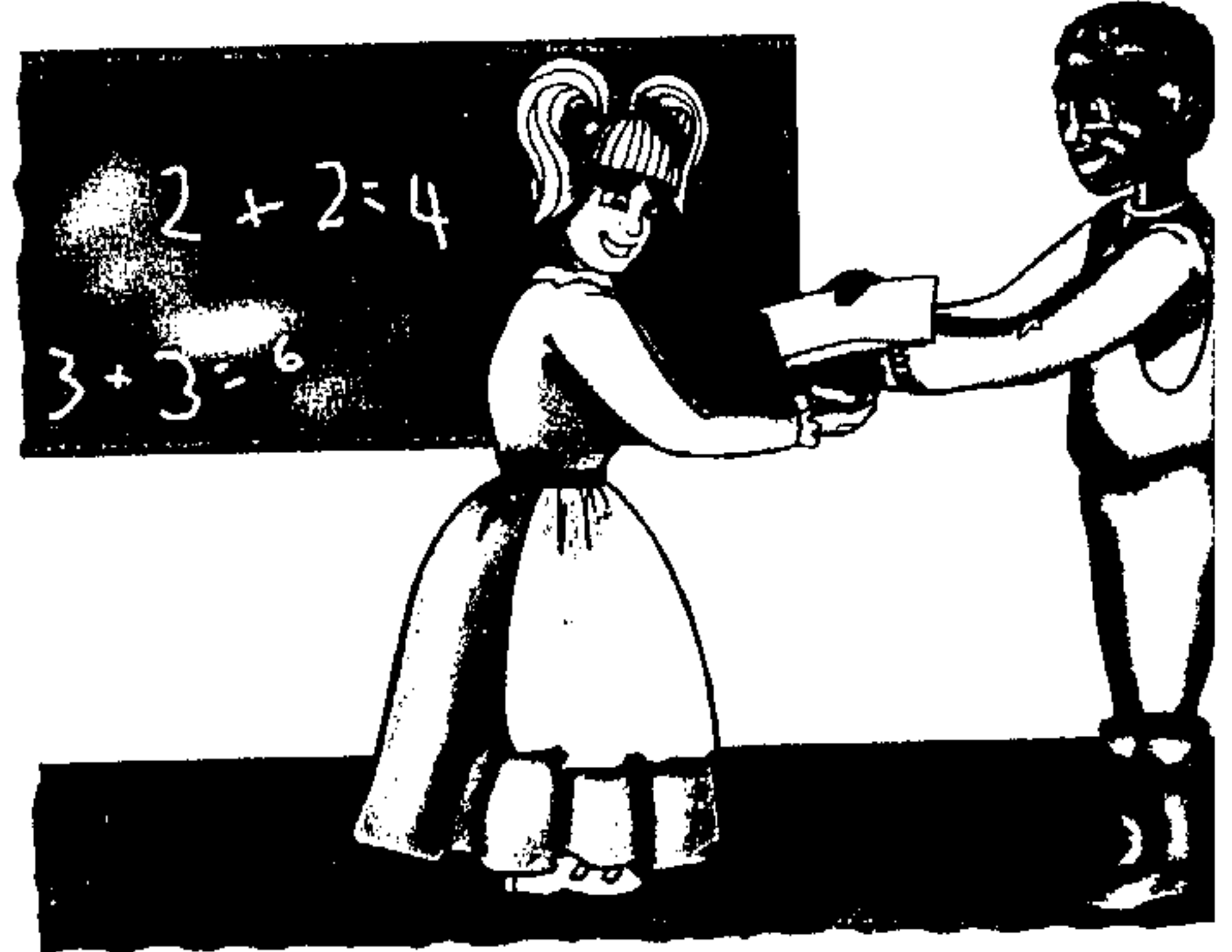
e. Group Singing
Divide the class into two sections (Play the cassette again) One section recites the rhyming lines and the other listens. Then the second group sings and the first one listens.

f. Stop playing the cassette and ask your students to sing themselves without listening the cassette

Task B Fun Activity .... Crossword Puzzle(Across ---- Down)

Level: 1 Term: 1 Week: 7 Day: 1	**Worksheet** (Millie and Methew)	**Communication** Nursery Rhyme

Millie and Matthew

Millie and Matthew
Are always polite.
When asking permission
They do it just right.

"May I be excused?"
"May I go outside?"

Millie and Matthew
Are always polite.
When asking a question
They do it just right.

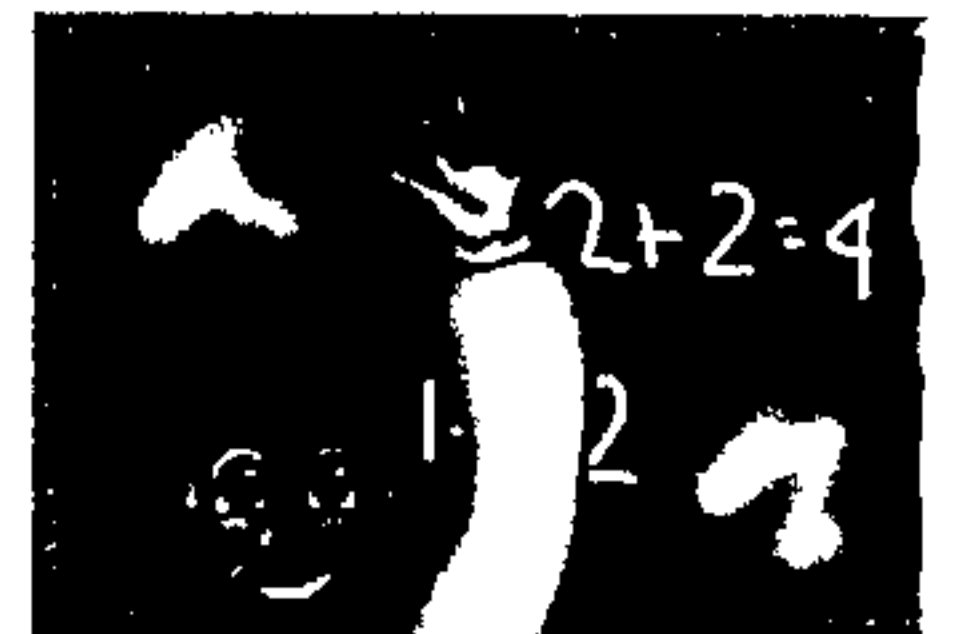
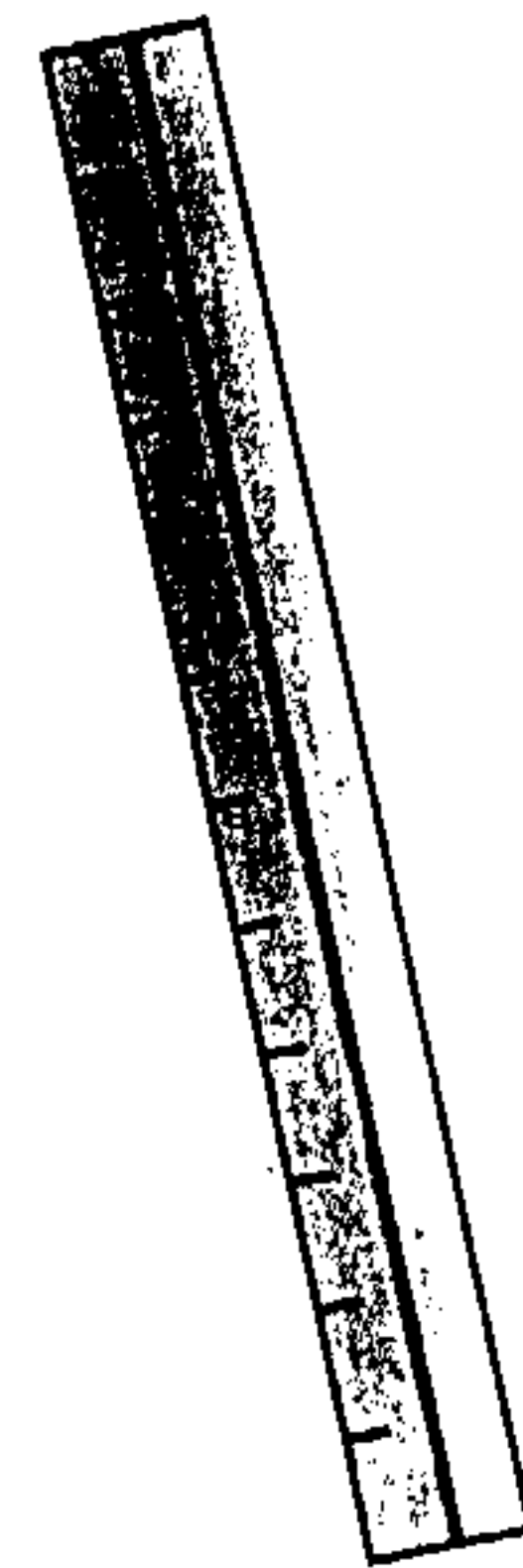
"May I have some paper, please?"
"May I have some crayons, please?"

Millie and Matthew
Are always polite.
When thanking someone
They do it just right.

"Thank you for the paper."
"Thank you for the crayons."

Millie and Matthew
Are always polite.
When answering a question
They do it just right.

"Yes, Ma'am."
"Yes, Ma'am."
"No, Sir."
"No, Sir."

Be like Millie and Matthew
Use manners each day.
Say, "Please, may I, and thank you"
At home, school, or play.

Level: 1
Term: 1
Week: 7
Day: 1

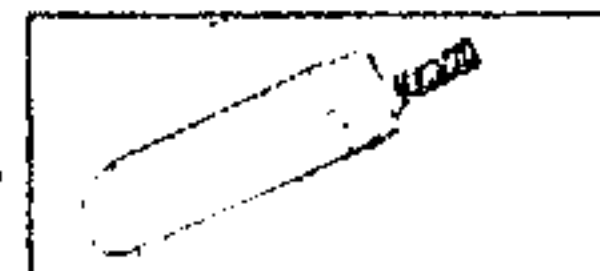
Worksheet

Fun Activity
(Cross Word Puzzle)
Across - Down

Task 1: Look at the clues and fill in the Across Boxes with the clue - words.

Task 2: look at the clues and fill in the Down boxes with the clue words

1. a (3 Letters)

4. a (3 Letters)

2. a (3 Letters)

3. a (3 Letters)

Level: 1 Term: 1 Week: 7 Day: 2	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - talk about ability and inability
2. **Function:** Expressing ability and inability
3. **Activity:** Survey, Table Reading, Table filling
4. **Material:** Paper sheets

5. Procedure

a. Presentation

- Make the following table on the board.
- Write the name of activities in the boxes.(you can change the activities if you like).
- Ask questions from the students and write the names of the students who can do or can not do these activities

  e.g. **Who can write with a pen**
  Who can ride a bicycle
- Write only one name in each box

Activity	Name	Name	Name	Name
Write with a pen.				
Swim.				
Stand on one leg.				
Ride a bicycle.				
Cook food.				

b. Practice

When you have finished, read the responses given in the table and give them a drill.

e.g. **Asim can write.**
Riaz can stand on our leg

c. Group Work

- Ask them to sit in a group of five.
- Each member will ask each other and find a person who can do an activity or can not do any activity out of the given table.

  e.g. Riaz can swim.
  Azra can't stand on one leg.
- After taking feed back, ask them to make a list of activities along with their names which they can do or can't do

6. Follow Up: They will write two activities which they can do and two activities they can't do.

✱ Free Writing ------------- 5 Mins.

Level: 1 Term: 1 Week: 7 Day: 3	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- read and understand the text
- read with correct pronunciation

2. Skill: Reading comprehension (silently), Reading Aloud

3. Topic: My School

4. Material: Text Page (**My School**) Work sheets

5. Procedure:

a. Warm Up:

Talk about their school, classroom, class teacher or head teacher.

b. Text Page

Distribute text pages and talk about the pictures.

c. Worksheet

Task 1 Right or Wrong

Task 2 Find out what the school has

Peer checking and feed back follows each task

d. Reading Aloud
- Model Reading
- Group Reading
- Individual Reading

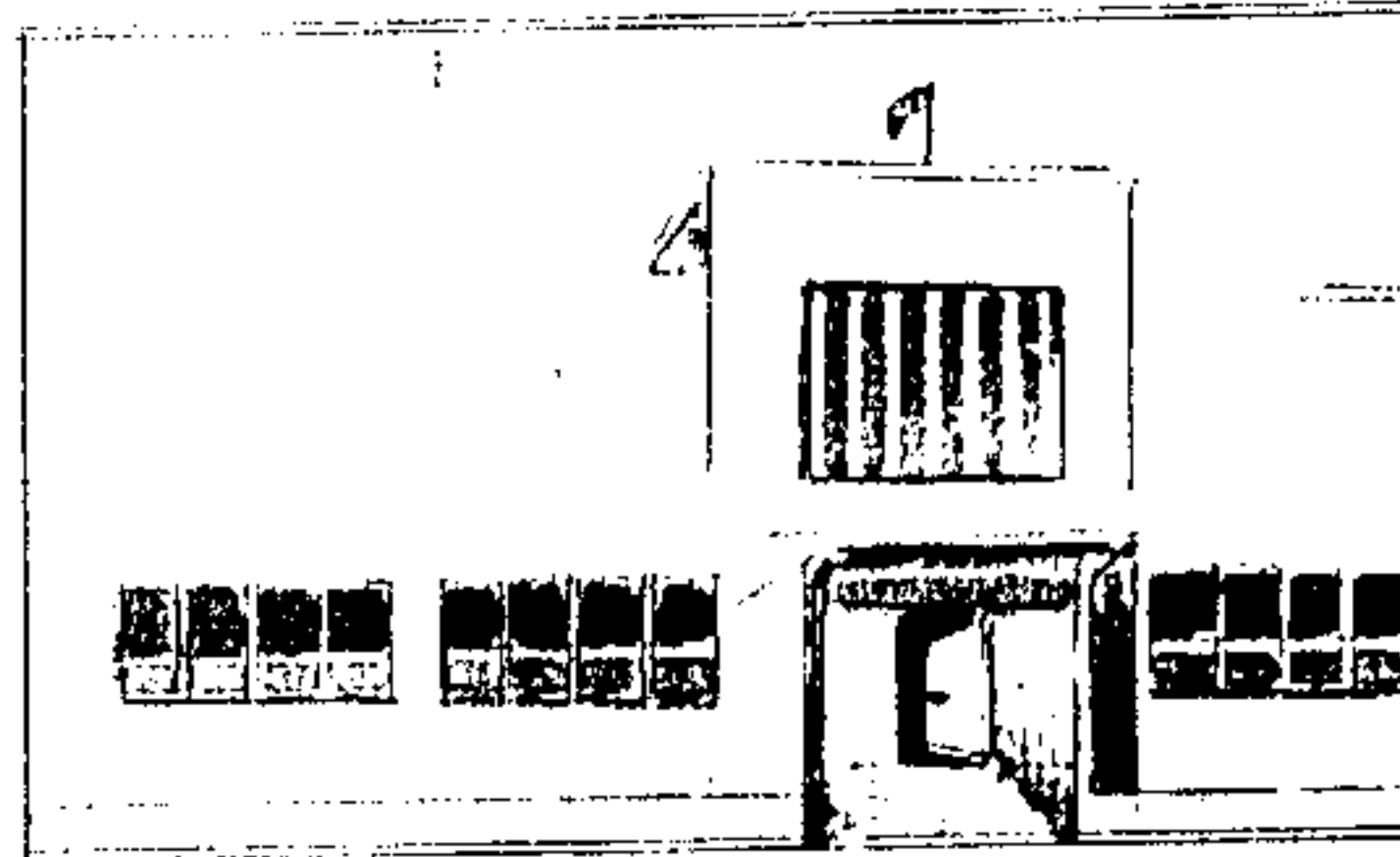
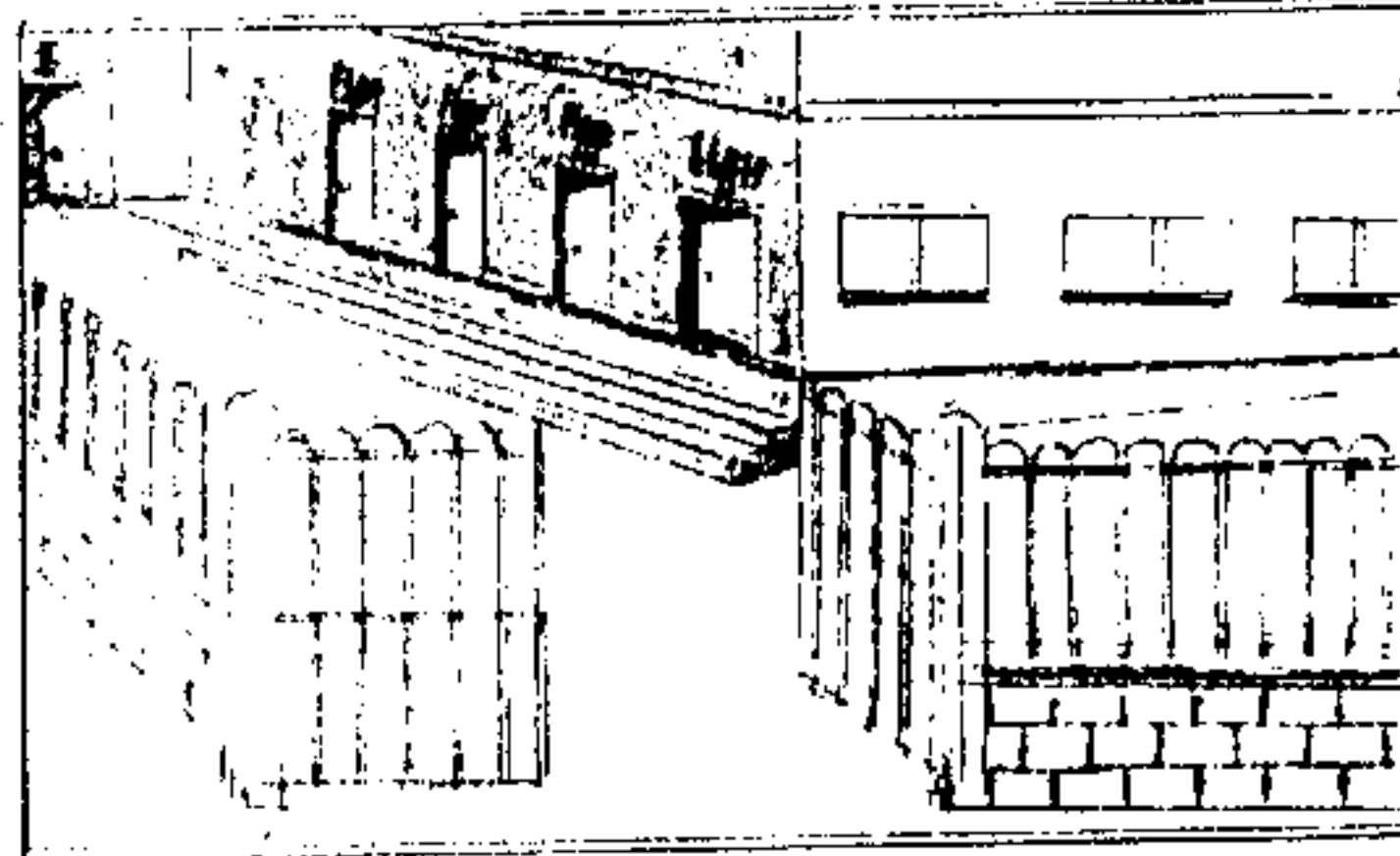
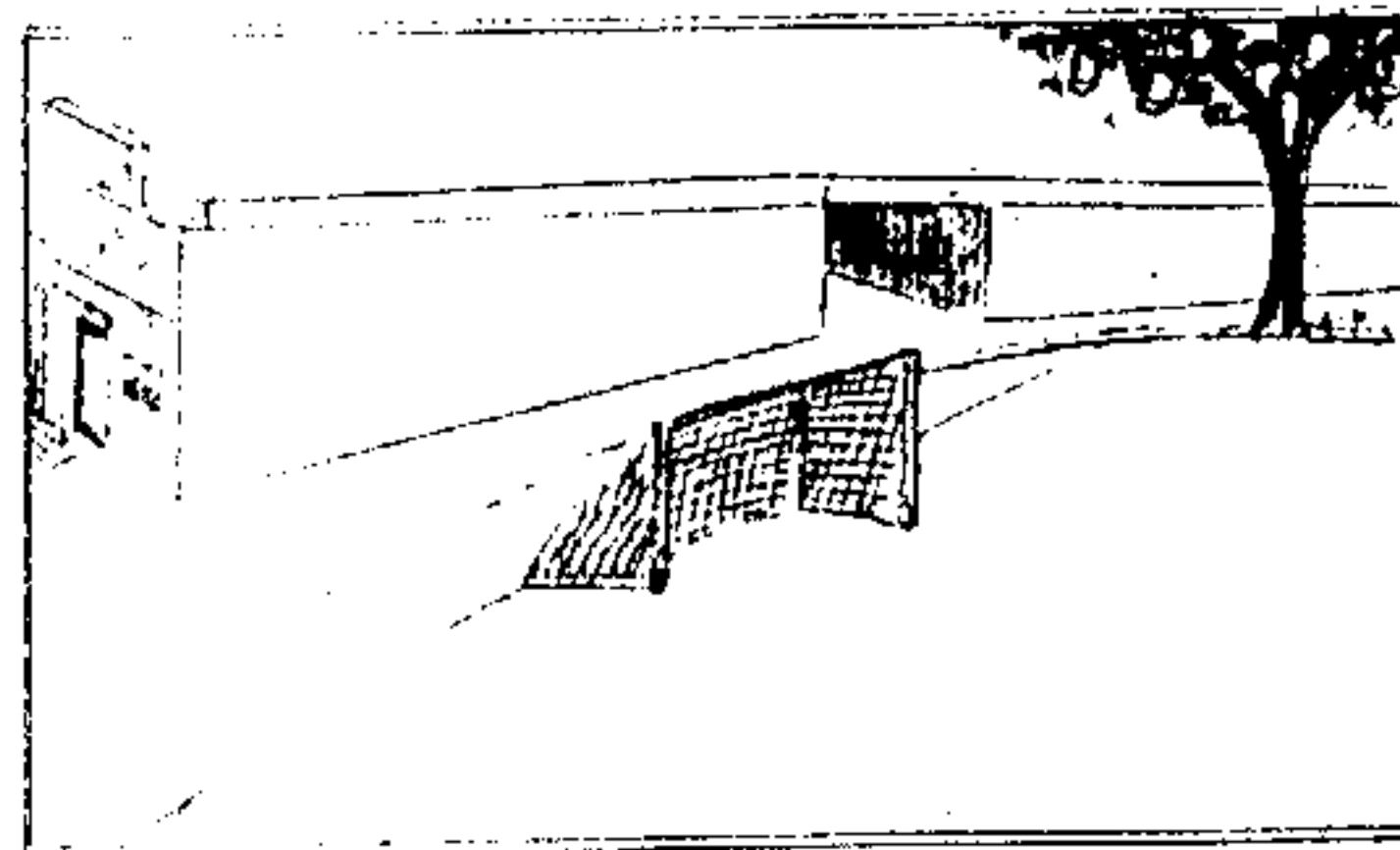
6. Follow Up:

Ask them to write four things what their school has.

Level: 1
Term: 1
Week: 7
Day: 3

Text Page

MY SCHOOL

This is my school.
It is near the post office.
It has five classrooms.

Class Two is near the gate.
It has three windows and a door.

There is a big playground.
It has a mango tree.

Miss Salma Qazi is my teacher.
I like her.

Level: 1 Term: 1 Week: 7 Day: 3	Worksheet	Reading

Task 1: Read the text and put a ✓ for write or ✕ for wrong sentences in the boxes.

1. The school has four rooms. ☐
2. The playground is big. ☐
3. Class two has five windows. ☐
4. The post office is near the school. ☐
5. Miss Salma is a head teacher. ☐

Task 2: Read the text and find out.

The school has:

- ______________________________
- ______________________________
- ______________________________
- ______________________________

Level: 1 Term: 1 Week: 7 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - recognize the difference between question and statement.
   - Understand the structure of a question and a sentence.
2. **Function:** Writing questions and statements
3. **Activity:** Working on sentences
4. **Material:** Worksheet-2 pages **(I can do it)**

---

5. Procedure

a. Pre- Writing

Write the following on the board and explain the difference between question and statement

e.g.

He can swim.

Can he swim?

b. Explain the position of verb which comes after the subject in a statement and how the statements changes into a question if we put the verb or helping before the subject.

c. Worksheet (page 1) Pair work

- Ask them to read the sentences aloud one by one.
- Explain again and ask them to change sentences to questions.

Work Sheet (page-2)

- Ask them to read questions aloud one by one.
- Explain the task again and ask them to change each question to a sentence.

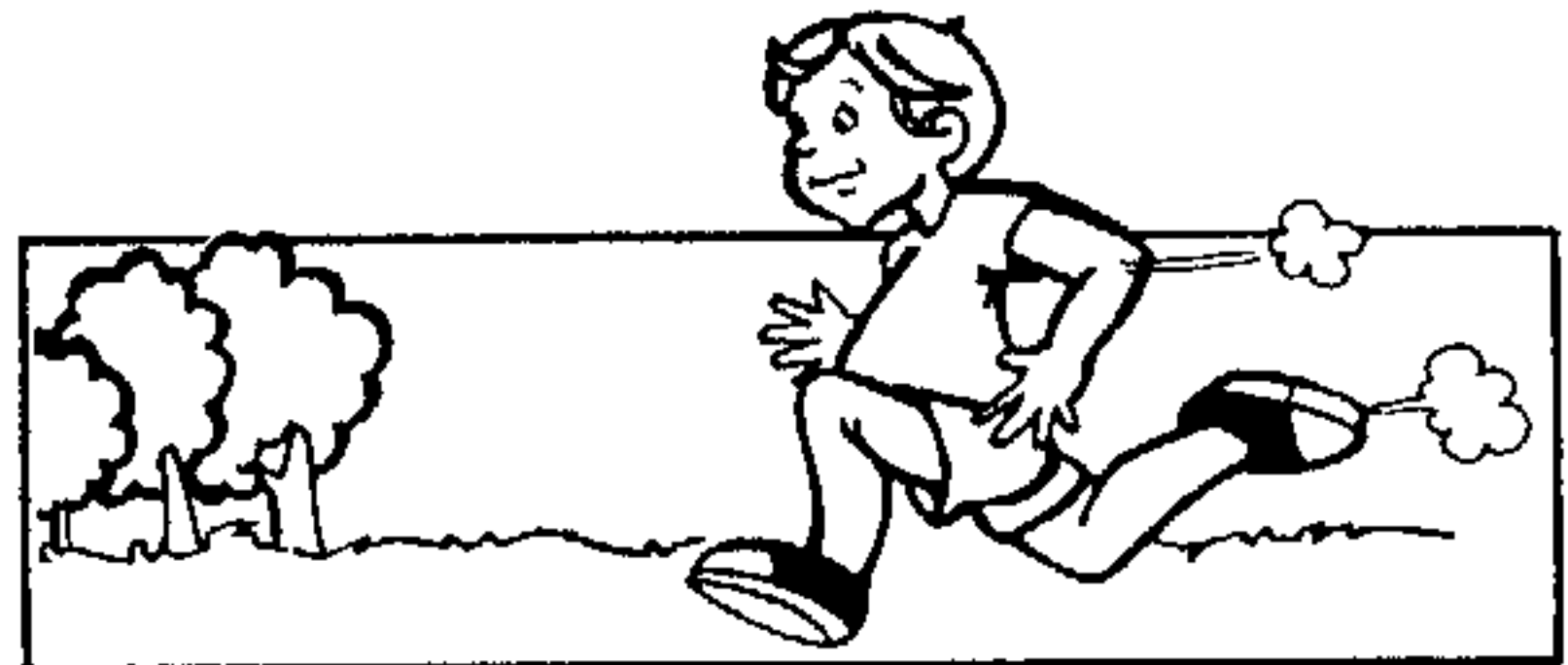
Peer checking and feedback

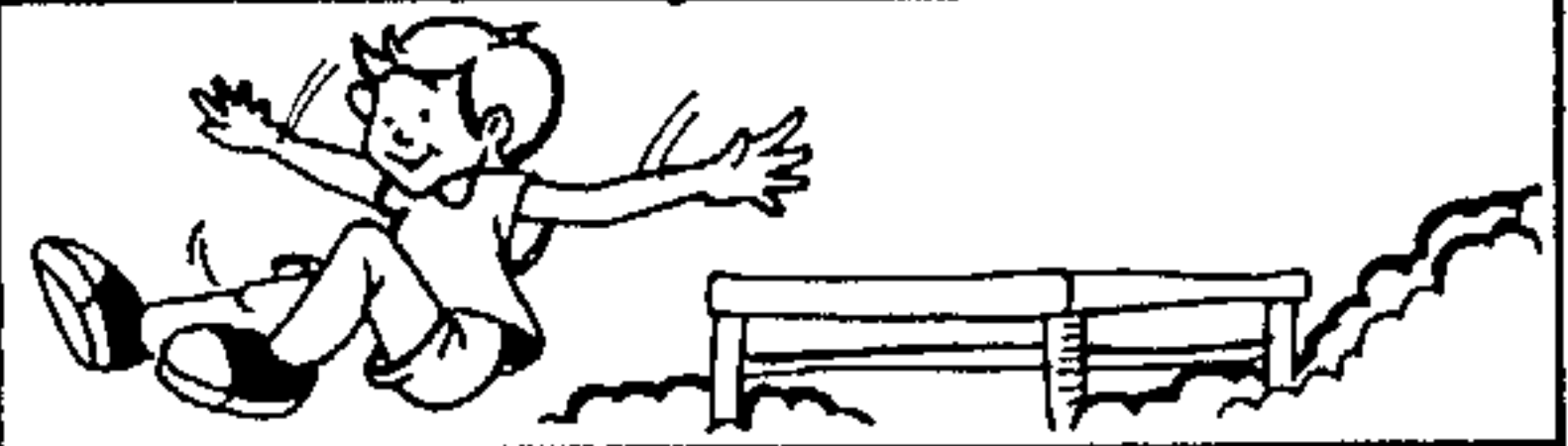
6. **Follow Up:** Repeat Task – 2

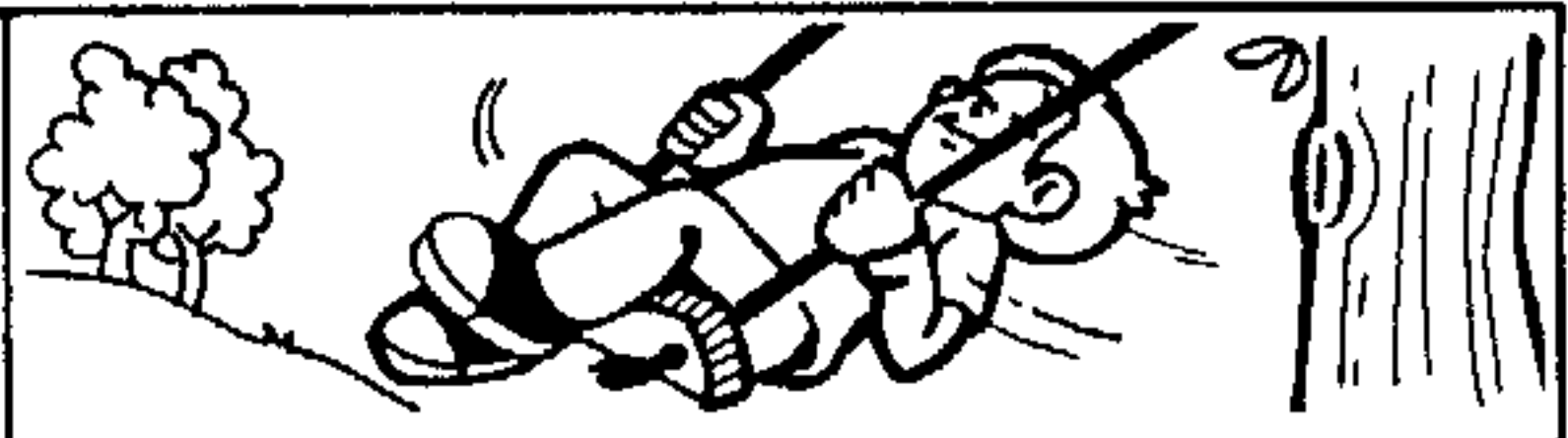
Level: 1	Worksheet	Writing
Term: 1	No. 1	date
Week: 7		
Day: 4		

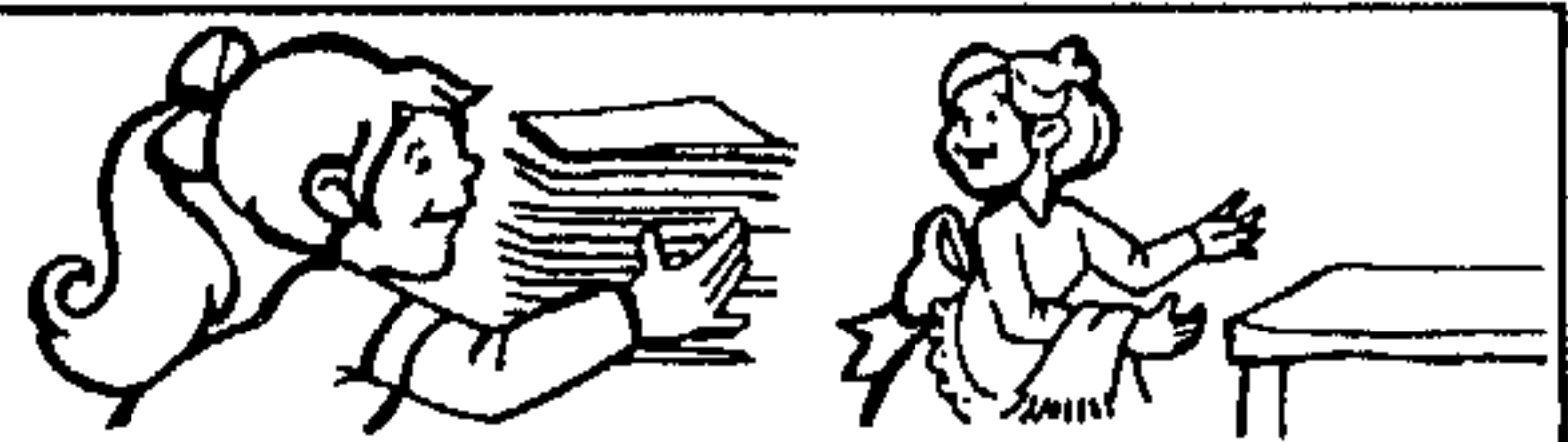
I Can Do It!

Read the sentences. Make each sentence ask a question. Write the new sentence on the line.

1. John can run.

Can John run?

2. Tom will jump.

3. Jill can read.

4. Dan is swinging.

5. Ann will help her mother.

Skill: writing questions

Level: 1 Term: 1 Week: 7 Day: 4	Worksheet No. 2	Writing date

I Can Do It!

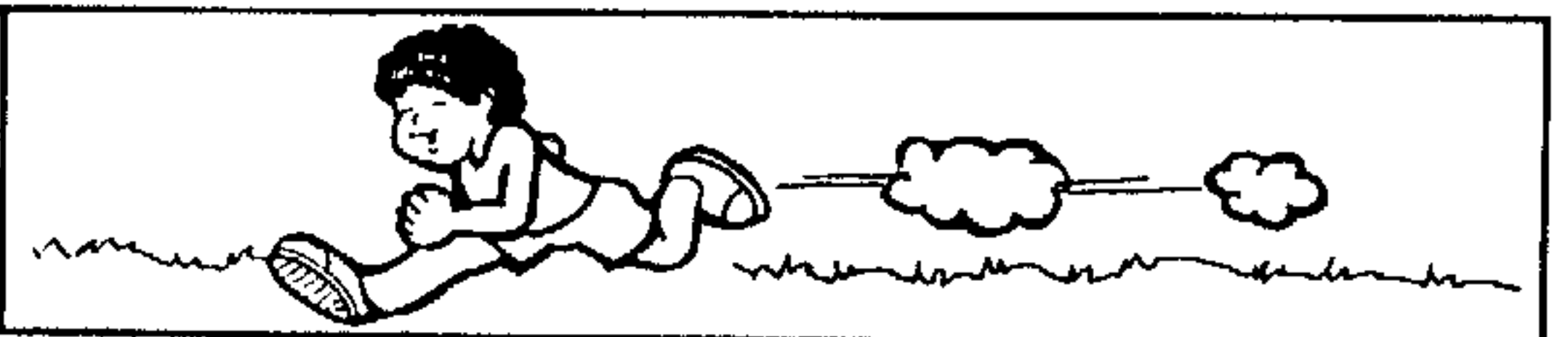
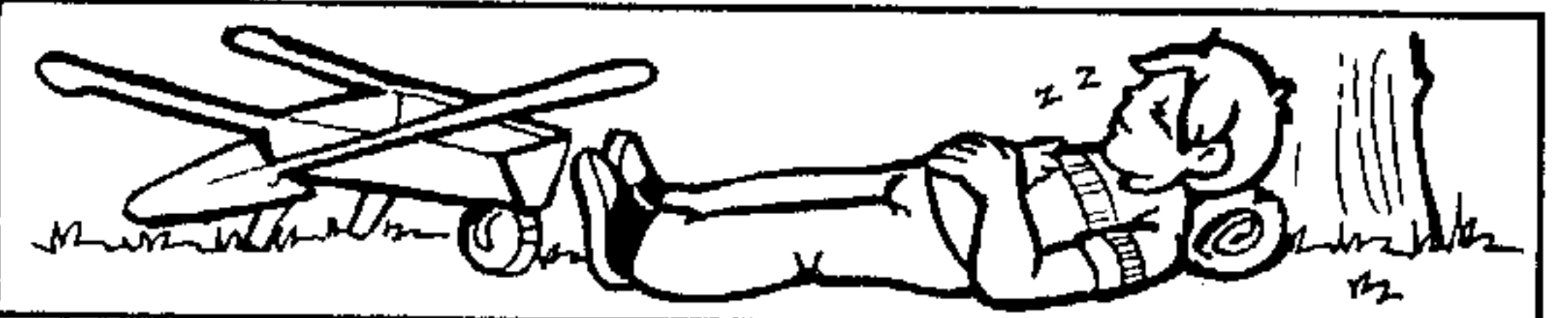
Read the sentences. Change each question to a sentence that is a statement.

1. Will Roger sing?

Roger will sing.

2. Can Bill play?

3. Is the food hot?

4. Is Lee running?

5. Will my father work?

Skill: writing statements

Level: 1 Term: 1 Week: 7 Day: 5	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - write sentences
   - use there is /there are in a sentence
2. **Function:** Writing sentences
3. **Activity:** Substitution table
4. **Material:** Worksheet (**Ali's room**)

---

5. Procedure

a. Pre-Writing

- Talk about your class room and ask them to count the things there in the room.
- Write the names of things there on the board.
- Say a sentence for each there word and students follow you.

e.g. **fan , table , chair**

There is a fan in the room.

There are the chairs in the room.

b. Worksheet (pair work)

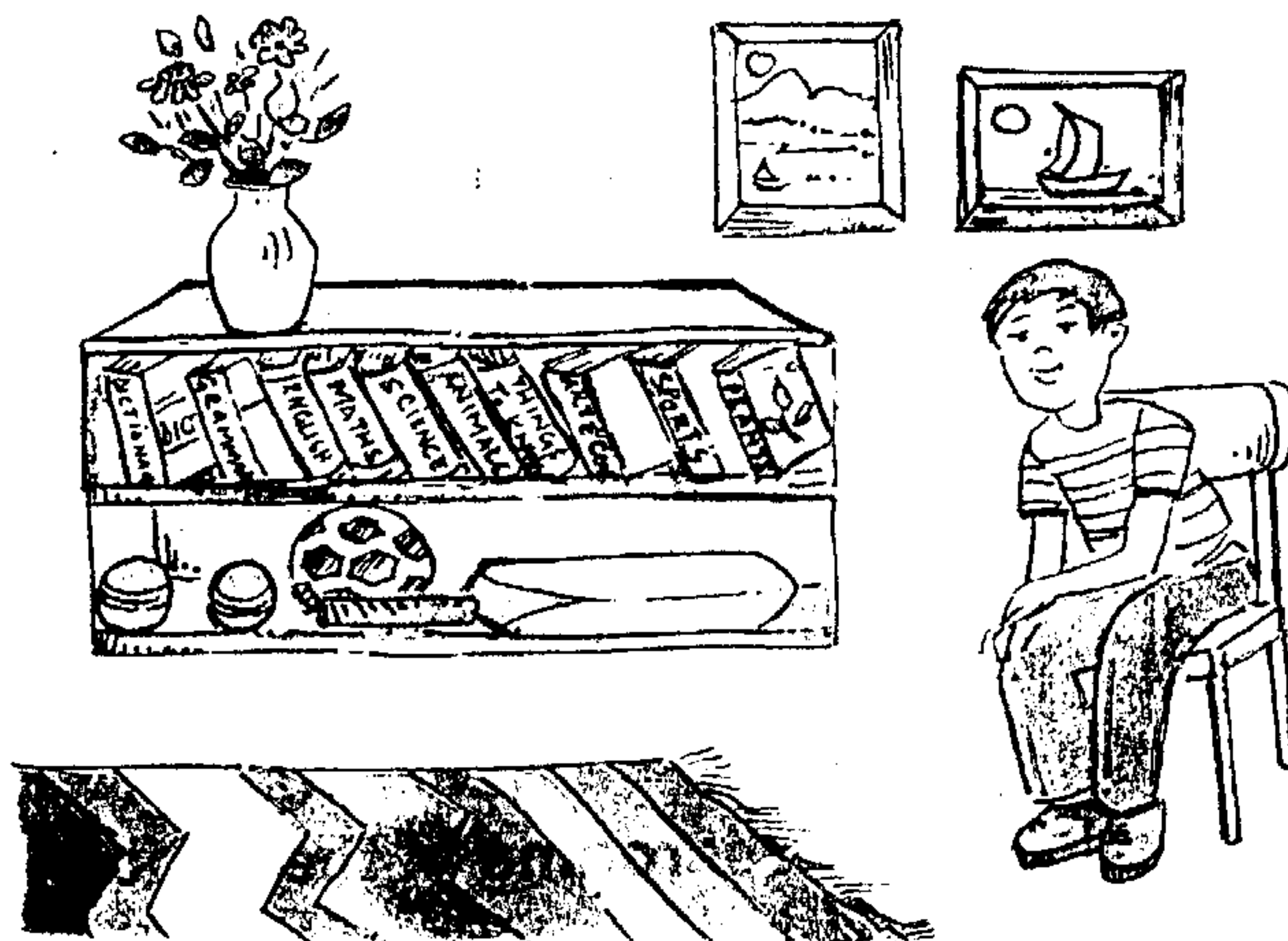
- Talk about the picture. Ask oral questions about the things in Ali's room
- Ask them to write three sentences about Ali's room. They should take help from the given table.

Peer checking and feedback follows each task

7. Follow Up: Students will write five sentences about their own classroom

✱ Free Writing ------------------- 5 Mins.

Level: 1 Term: 1 Week: 7 Day: 5	Worksheet	Writing date

Count the things in Ali's room. Then make sentences using this table.

There	is are	three one two ten	books balls bat pictures	in Ali's room.

____

____

____

____

Lesson Plan
(English)

Level: 1

Term: 1

Week: 8

Communication	Reading	Writing	Assessment
• a. Nursery Rhyme **(Mary had a Little Lamb)** b. Fun Activity **(Cross Word Puzzle Animals)** • Profile Cards	• Poem **'Simple Simon'**	• Paragraph Writing **(monkey, parrot, dog)**	×

Level: 1 Term: 1 Week: 8 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- Enjoy the rhythm of the nursery rhyme
- Pronounce the rhyming words and lines of the song

2. Function: Singing a traditional rhyme

3. Activity: Singing a Rhyme

4. Material:
a. Poem Page (**Mary had a Little Lamb**), cassette and cassette Player
b. Cross word Puzzle (**Animals**)

---

5. Procedure

Task A --------- Nursery Rhyme

a. Preparation

Tell them that they are going to listen and sing a poem song from the cassette.

b. Introduction

- Write name of the poem song on the board.
- Discuss the topic and check the vocabulary comprehension if it is needed.

c. Listening

Play the cassette and they will listen only

d. Singing

- Distribute the poem page. Ask them to move fingers on the lines while singing the poem.
- They will sing along with the cassette. You should also join them and sing in full tone and rhythm.(More then once)

e. Group Singing

Divide the class into two sections (Play the cassette again) One section recites the rhyming lines and the other listens Then the second group sings and the first one listens.

f. Stop playing the cassette and ask your students to sing themselves without listening to the cassette.

Task B Fun Activity ....Crossword Puzzle (Animals)

Level: 1 Term: 1 Week: 8 Day: 1	**Worksheet** (Mary Had a Little Lamb)	**Communication** Nursery Rhyme

Mary Had a Little Lamb

Mary had a little lamb,
Little lamb, little lamb.
Mary had a little lamb.
Its fleece was white as snow.

And everywhere that Mary went,
Mary went, Mary went.
And everywhere that Mary went
The lamb was sure to go.

It followed her to school one day,
School one day, school one day.
It followed her to school one day
Which was against the rules.

It made the children laugh and play,
Laugh and play, laugh and play.
It made the children laugh and play
To see a lamb at school.

And so the teacher turned it out,
Turned it out, turned it out.
And so the teacher turned it out
But still it lingered near.

And waited patiently about,
Patiently about, patiently about.
And waited patiently about
Till Mary did appear.

"Why does the lamb love Mary so?"
Love Mary so, love Mary so.
"Why does the lamb love Mary so?"
The eager children cry.

"Why, Mary loves the lamb, you know,
Lamb you know, lamb you know."
"Why, Mary loves the lamb you know,"
The teacher did reply.

Level: 1 Term: 1 Week: 8 Day: 1	Worksheet	Fun Activity (Cross Word Puzzle) Animals

Task: **Find the following animals in the crosswords puzzle and connect them with the ELEPHANT. Go across and down.**

ANT ,	MOUSE ,	RAT ,	LION
TIGER ,	GOAT ,	FISH ,	CAT

E

L

E

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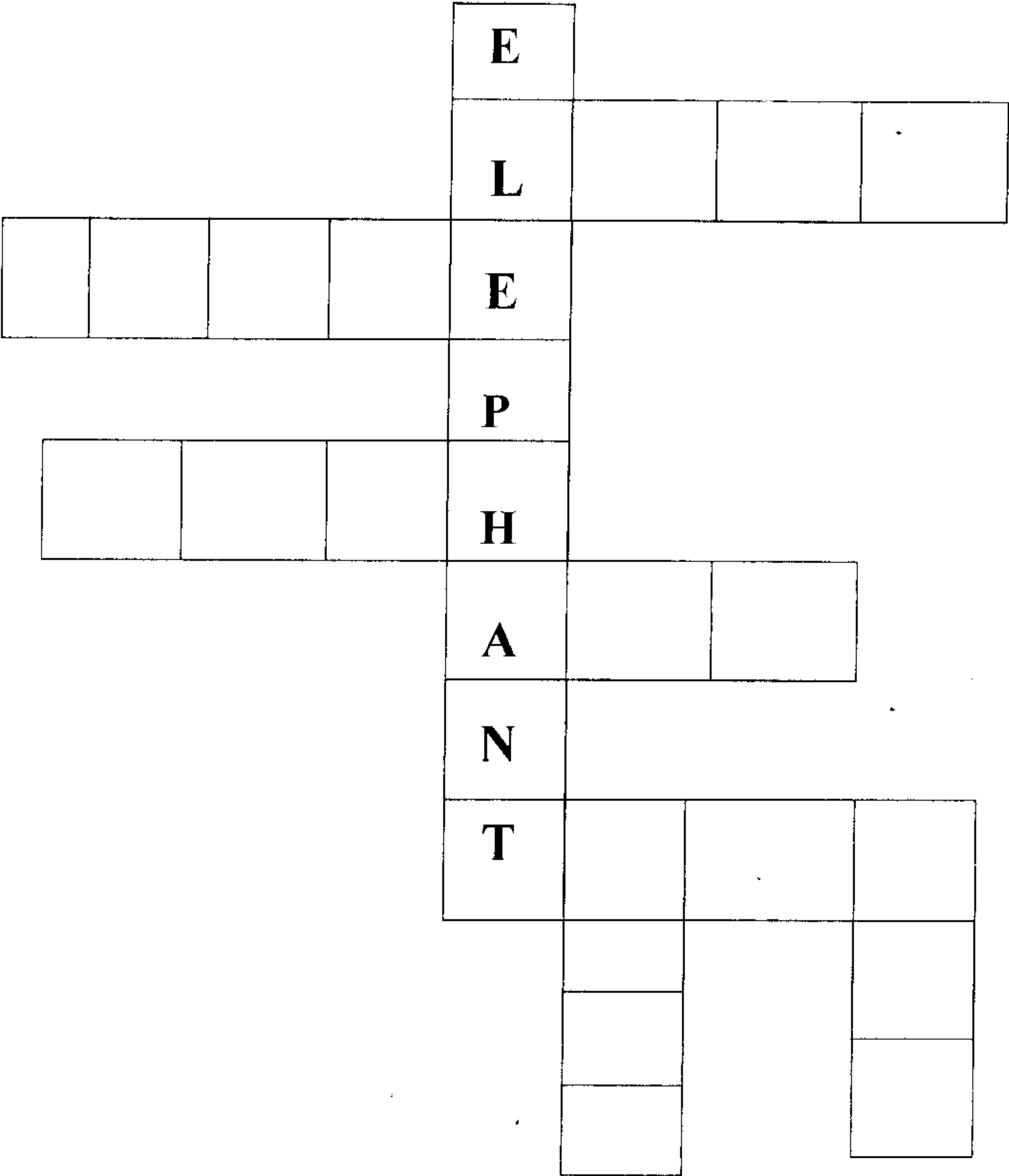
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ek: 8
: 2

Lesson Plan **Communication**

bjectives: The learners will be able to:
- Listen and understand
- Listen and guess

unction: Describing animals and birds
Activity: Riddles
Material: Worksheet **(Riddles)**

Procedure

. Distribute worksheets.
- Ask them to listen and write numbers on the pictures according to the lines they listen
- Take feedback when you finish reading about all the animals.

Task 1 Identify and number on each picture.
Task 2 Complete the sentences

Peer checking and Feed back.

b. Ask about each picture
e.g. What is No. 1
- When listening is over, describe each picture orally first, using the same sentence of the listing text.
- Then ask them to describe each picture orally one by one.

1. This is a _________, It has ________

Listening text.

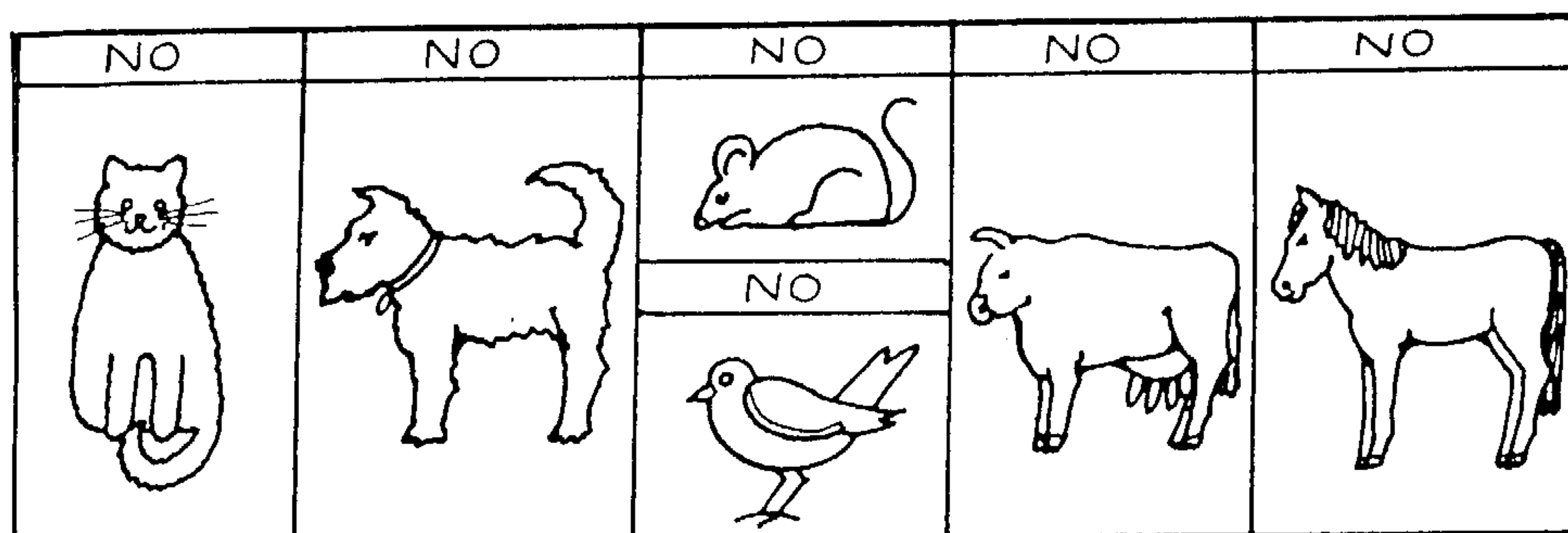
No.1 *- It has got four legs. It is quite big. You can ride it.*
No.2 *- It has got four legs and tail. You can keep it as a pet.*
No.3 *- It has got two legs. It can fly. It is very small.*
No. 4 *- It has got four legs and a tail. It likes milk and meat. It is a very faithful animal.*
No. 5 *- It has four legs. Its teeth are very sharp. It can bite cloth and wood.*
No. 6 *- It has got four legs. It is very big. It gives milk.*

6. Follow up: Students will write two lines for any four animals.

✱ Free Writing -------------- 5 Mins.

Level: 1
Term: 1
Week: 8
Day: 2

Worksheet

Task 1 listen and identify.
Write numbers on the picture as you listen from you teacher.

Task 2: Look at the picture and complete sentence.

No.1 This is a ________________. It has______________.

No.2 This is a ________________. It has______________.

No. 3 ________________________. ___________________.

No. 4 ________________________. ___________________.

No. 5 ________________________. ___________________.

No. 6 ________________________. ___________________.

Level: 1
Term: 1
Week: 8
Day: 3

Lesson Plan **Reading**

1. **Objectives:** The learners will be able to:
   - read the poem for pleasure
   - read the lines of the poem with rhythm
2. **Skills:** Reading for Pleasure
3. **Topic:** Simple Simon
4. **Material:** Poem Page (**Simple Simon**)

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5. **Procedure:**

a. **Poem Reading**

Distribute the text page and follow the procedure

b. **Pre-Reading**

Talk about the things, which are relevant to the poem or heading of the poem.
Ask relevant questions but not directly on the poem. Put up the picture (if available) on the board and discuss about it or ask relevant questions.

b. **Reading.**

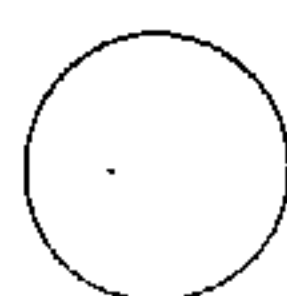
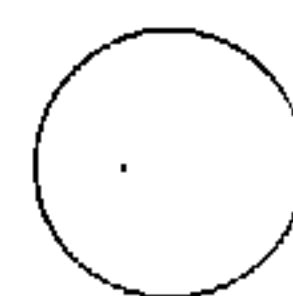
Model Reading

Read the poem aloud. Ask the learners to listen attentively. Recite the poem line by line and ask the learners to repeat after you in a drill form.

Group Practice

Divide the class in to groups, putting four members in each group. Each group will recite the poem in chorus. If the poem is long, then one group will read one stanza at a time.

Pair Practice

Divide the groups into pairs. Each pair will stand up and recite the poem to the class and the class will recite the poem in chorus after them. Divide the class into pairs. Pairs will recite the stanza or lines to each other.

Individual Practice.

Ask them to recite the poem one by one. After much practice you can ask them to sing the poem without looking at the poem page.

Note: ***During the reading and singing, practice of actions and rhythm makes it lively.***

Level: 1 Term: 1 Week: 8 Day: 3	· **Text Page**

Level: 1 Term: 1 Week: 8 Day: 4	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- write sentences in a form of paragraph
- write sentences on a selected topic

2. Function: Selecting and sequencing the sentences

3. Activity: Paragraph writing

4. Material: Worksheet, pictures of a parrot, a dog or a monkey

5. Procedure:

a. Pre-writing

- Prepare your learners that they are going to write a paragraph about a bird or an animal.
- Show the picture of a parrot, a monkey, and a dog or draw the pictures on the board.

b. Worksheet (Task 1)

- Distribute the worksheets.
- Explain the task.
- Help them in reading sentences

c. Writing (Task 2)

- Divide the class into three groups or six groups
- Asks them to write a paragraph on one of the topics. If they are in six groups, then two groups will write on one topic.

d. Task 3

After taking feed back from each group, ask them to write the two remaining paragraphs.

6. Follow Up: Repeat task C and ask them to write a paragraph on any one.

Level: 1 Term: 1 Week: 8 Day: 4	Worksheet	Writing

'ask 1. Choose any one phrase from each and write a story.

1. I have a ______________________________

   (big black dog / green parrot / little brown monkey)

2. He likes eating

   (green chilies / yellow bananas / big bones)

3. He ______________________________

   (swings high / barks loudly / sings sweetly)

4. He ______________________________

   (walks with me to school / sits on my hand / sits on my shoulder)

5. At night he sleeps ____________________

   (in the cage / near the door / on my chair)

Task 2 Complete the paragraph.

I have a big black dog. He likes eating__________________.
He ____.
At night he sleeps_____________________________________.

Task 3 Write another paragraph.

I have a____

____

____

Level:	1
Term:	1
Week:	8
Day:	6

Assessment

Task 1: Take the words from each box and write correct sentences (2)

There	is /are	one many two	chairs board fan tables	in ours classroom

____

____

____

____

Task 2: Read the sentences and change each sentences into a question. (3)

Raza can jump over a wall.

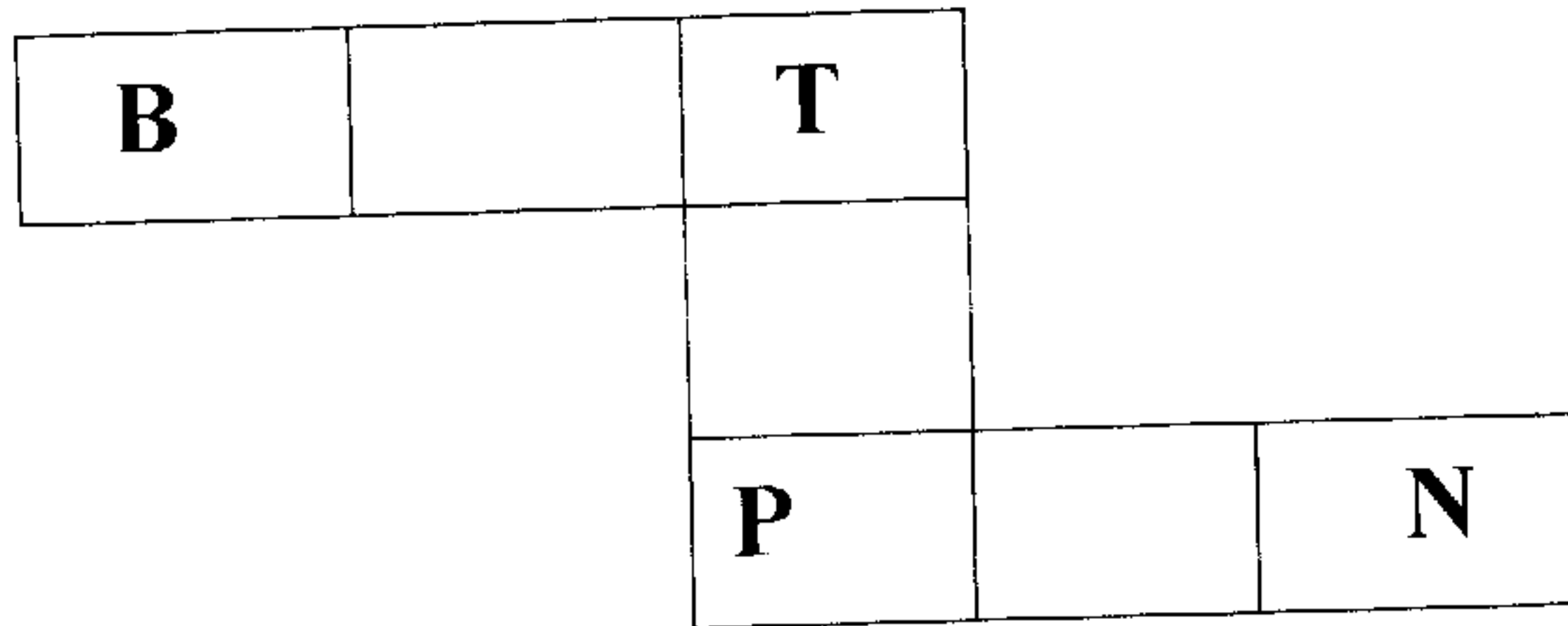
______________________________________?

Naz is playing with a doll.

______________________________________?

Azam will buy a ball.

______________________________________?

Task 3: **Complete the puzzle.**

Task 4 : **Read the following passage and find out what your school has.** (4)

I study in Agahi Primary School. It is near the Habib Bank. It has five classrooms and an office for head teacher. There is a small playground at the back of classrooms. It has a swing and a see-saw at one side. We daily play there.

My School has :

____

____

____

____